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COPY

# **FIRST MIDYEAR DESEGREGATION STATUS REPORT**

**for Public Postsecondary  
Education Institutions  
in the STATE OF MARYLAND**

**MARYLAND COUNCIL  
for HIGHER EDUCATION**

**AUGUST 1975**



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STATE OF MARYLAND  
MARYLAND COUNCIL FOR HIGHER EDUCATION

The State Postsecondary Education Commission  
Under P.L. 92-318

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Associate Executive Director

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Assistant Executive Director

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Inter-Institutional Relations

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**MARYLAND COUNCIL FOR HIGHER EDUCATION**

The State Postsecondary Education Commission  
Under P. L. 92-318

93 MAIN STREET - ANNAPOLIS 21401

301-267-5961

Dr. Wesley N. Dorn  
*Executive Director*

Dr. Joseph F. Keimig  
*Associate Executive Director*

Dr. Sheldon H. Knorr  
*Assistant Executive Director*

Dr. Glenwood C. Brooks, Jr.  
*Chief, Equal Postsecondary Education*

Mrs. Thelma B. Cox  
Dr. R. Lee Hornbake  
Don R. Kendall  
Edmund C. Mester  
Philip Pear  
Austin E. Penn  
Joseph A. Sellinger, S.J.  
Jack F. Tolbert  
Dr. Henry C. Welcome  
Ellery B. Woodworth

August 1, 1975

Mr. Dewey E. Dodds, Director  
Office for Civil Rights, DHEW  
Gateway Building  
36th & Market Streets  
Post Office Box 13716  
Philadelphia, Pennsylvania 19101

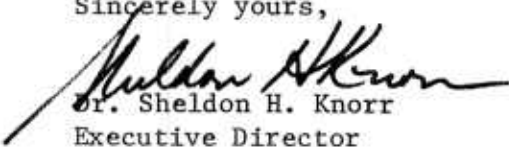
Dear Mr. Dodds:

The Maryland Council for Higher Education is pleased to present the FIRST MID-YEAR DESEGREGATION STATUS REPORT FOR PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS IN THE STATE OF MARYLAND. This Report is primarily evaluative in content, in contrast to the statistically-oriented FIRST ANNUAL DESEGREGATION STATUS REPORT which was presented to your office in February 1975.

In preparing this Report the Council, the segment boards and the institutions have had the opportunity to examine more fully the State's desegregation efforts. We feel that considerable progress has been made in all significant areas. We shall continue our work towards improvement or reform of those practices where further work is indicated.

As Executive Director of the Council, succeeding Dr. Wesley N. Dorn who retired effective June 30th, I look forward to a productive and mutually cooperative relationship with the Office for Civil Rights. Dr. Dorn's excellent leadership and dedication to the State's desegregation efforts is greatly appreciated.

Sincerely yours,

  
Dr. Sheldon H. Knorr  
Executive Director

SHK:g

cc: Governor Marvin Mandel  
Council and Staff  
Segment boards and institutions



FIRST MID-YEAR DESEGREGATION STATUS REPORT  
for Public Postsecondary Education Institutions  
in the STATE OF MARYLAND

Maryland Council for Higher Education  
August 1975

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\*Will become Morgan State University July 1, 1975

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CHAPTER I



## CHAPTER I

## SUMMARY AND EVALUATION

This chapter is a summary and evaluation, and correspondingly, a course of action, regarding the status of desegregation efforts in the public postsecondary education system of the State of Maryland. The Summary reported here includes both institutional and State-level desegregation efforts. The individual institution summaries are reported in Chapter II. (Expanded versions of some of the institutions' reports are contained in Appendix A). A summary of the Maryland Council for Higher Education (MCHE) desegregation efforts is reported in Chapter III.

STUDENT COMPOSITION

The State of Maryland is progressing in its efforts to attract increased percentages of black students to the predominantly white postsecondary education institutions. For example, between 1970 and 1974, the percentage of black full-time undergraduate students in 2-year predominantly white community colleges (Community College of Baltimore not included because it is predominantly black) increased from 3.8% to 7.3%; black full-time undergraduate students in 4-year predominantly white State Colleges (Frostburg, Salisbury, St. Mary's, Towson and the University of Baltimore) increased from 2.2% to 7.3%; and black full-time undergraduate students at the University of Maryland (Eastern Shore not included because it is predominantly black) increased from 3.6% to 7.9%. The University of Maryland, Baltimore County (UMBC), Catonsville, Dundalk and Howard Community Colleges, and the University of Baltimore in particular, have reached their 1980 range of percentages of blacks in the total student body as contained in The Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State. (See Appendix B). Frostburg State College, Allegany and Hagerstown Community Colleges have attracted other-race student enrollments which approximate the 1980 ranges. The University of Maryland at Baltimore City campus (UMAB) had enrolled as many as 13% black students in the School of Law as compared with its 1980 14%-18% range. Beginning Fall 1975 and including Fall 1980, the institutions have *six* years to reach their projected ranges of other-race students. Both the predominantly white and the predominantly

black institutions will need to average only an *increase of one percent* of other-race students per year to accomplish their 1980 projected ranges assuming present thresholds are maintained. Population changes and future social conditions may require modifications of the projected ranges, as indicated by the Governor's Task Force in the State's Desegregation Plan, but none are being considered at this time.

All of the Maryland public postsecondary education institutions have a range of recruitment activities. These activities include: visits to high schools, use of school events, community events and special events as recruiting opportunities, displaying the activities of minority students in brochures and catalogues, advertisements in the newspapers, use of special mailing lists and recruitment services and also the utilization of minority students and faculty in making recruiting visits. In addition, the UMCP and UMAB visit black colleges in and out of the State, and Frostburg State College and St. Mary's College of Maryland in particular, arrange campus bus tours since their campuses are located on the outer perimeters of the State. The recruitment activities of the institutions for black undergraduate students are characterized generally by the activities of an office for minority admissions. The recruitment of black graduate and professional students is characterized by the activities of faculty and staff of the graduate and professional schools. The percent of black student graduate and professional school enrollments are generally lower than that of black student undergraduate enrollments.

To coordinate the institutions' efforts of reaching 1980 projected ranges of other-race students, the Council has endorsed a joint agreement with the State Board of Education to recruit greater numbers of minority students and increase other-race student presence in public postsecondary education, as reported in the Council's 1975 Annual Report. (The programs for this effort are explained in the First Annual Desegregation Status Report pages II 10-15). This coordination activity of the Council has particular importance for Frostburg and St. Mary's State Colleges which must develop costly innovative recruiting methods to attract minority students because of the distant location of their campuses, and for institutions in the predominantly white counties with small black populations.

COURSE OF ACTION-STUDENT COMPOSITION: RECRUITMENT

1. TO THE EXTENT THAT IT IS POSSIBLE THE COMMITTEE ON DESEGREGATION IMPLEMENT THE JOINTLY ENDORSED STATE-LEVEL COORDINATED RECRUITMENT PROGRAM IN COOPERATION WITH THE MARYLAND STATE BOARD OF EDUCATION BEGINNING FALL 1975.
2. THE COMMITTEE ON DESEGREGATION STUDY AND ASSESS RECRUITMENT STRATEGIES OF BLACK GRADUATE AND PROFESSIONAL SCHOOL CANDIDATES AND REPORT ITS FINDINGS TO THE COUNCIL WITH RECOMMENDATIONS IN JUNE 1976.

Retention programs exist in all of the Maryland public postsecondary education institutions and are generally characterized by institution-wide efforts to assist students in achieving their educational goals. The institutions reported the following activities as related to their retention efforts: tutoring, advising, early identification of students with academic difficulties, use of specialized learning approaches, summer orientation programs, use of cultural and special events, and the support of minority and other student activities and organizations. The institutions tended not to collect retention data on a regular basis; the Council plans to collect these data from the institutions annually. Since Fall 1975 will represent the initial year of collection of retention data of students of the longitudinal type by race, a special review of these data by program and institution should be done. Such a review should include members or representatives of the public postsecondary education institutions.

Retention programs now offered in the institutions include compensatory and non-credit courses. Institutions which include these as part of their retention program generally report budgetary problems of staffing classrooms and providing resources. These institutions have reported attracting a sizable number of students from economically impoverished areas who greatly benefit from such courses. Budgetary difficulties in providing such courses are directly proportioned to the number of students involved.

COURSE OF ACTION-STUDENT COMPOSITION: RETENTION

3. THE COMMITTEE ON DESEGREGATION REVIEW RETENTION DATA BY RACE, PROGRAM AND INSTITUTION AND REPORT ITS FINDINGS TO THE COUNCIL WITH RECOMMENDATIONS IN JUNE 1976.
4. THE COMMITTEE ON DESEGREGATION REVIEW THE CONCERNS RAISED BY THE PRE-DOMINANTLY BLACK AND WHITE INSTITUTIONS WHICH CURRENTLY ATTRACT SIZEABLE NUMBERS OF STUDENTS FROM ECONOMICALLY IMPOVERISHED AREAS AND WHICH

OFFER COMPENSATORY AND NON-CREDIT COURSES TO PROMOTE RETENTION AND THAT THE FINDINGS OF THE REVIEW BE REPORTED WITH RECOMMENDATIONS TO THE COUNCIL IN JUNE 1976.

FINANCIAL AID

The institutions reported that the current levels of financial aids for use to attract other-race students are generally inadequate and that they are seeking new sources of financial aid as well as increased amounts. Those institutions reporting the above include the Community Colleges, nearly all the State Colleges and the University of Maryland. In particular, the University of Maryland has reported that increased levels of financial aids will be needed in order to attract *greater* numbers of black graduate and professional school students. Other-Race Grants, General State Scholarships, Senatorial Scholarships and the House of Delegates Scholarships have not been available to graduate and professional school students. The General Assembly recently passed legislation calling for the creation of medical scholarships for residencies in the Maryland Family Practice Residency Program, and scholarships for eligible minority students at the University of Baltimore Law School. (See Chapter III, pages 169 & 170). The State Scholarship Board administers a limited number of Medical and Professional School Scholarships which are available to professional school students, and the Maryland Higher Education Loan Corporation administer a loan program which is available to graduate, undergraduate, and professional school students.

The institutions have reported that Other-Race Grants have been particularly useful in attracting minority students to predominantly white institutions and white students to predominantly black institutions. At present students attending the campuses of the University of Maryland and the State Colleges are eligible to receive Other-Race Grants while students attending the Community Colleges are not. Funds have not yet been appropriated by the State for Other-Race Grants at Community Colleges presumable because tuition is lower at these institutions. In reality, however, the costs of attending several of the Community Colleges in the State is

almost as great as attending the State Colleges when fees, living expenses, and commuting expenses are considered. The Council has recommended Other-Race Grants for community college students in its 1975 Annual Report for the purpose of assisting these institutions to increase other-race presence on their campuses.

The present student financial aid program in Maryland does not result in equitable distribution of funds to needy students. Further, this situation impedes the State's desegregation efforts. The State Plan for Desegregation states as the policy of the present State Administration, that it will seek reform in student financial aid programs. Under this reform, the only criterion for the award of State money would be based on financial need once a student is accepted for admission at an institution. The Council has recommended reform of the state scholarship system to the State Administration in its Annual Report and Recommendations, 1975. See Chapter III, pages 176-183 for an evaluation study of the State Scholarship Board and the Maryland Higher Education Loan Corporation.

#### COURSE OF ACTION-STUDENT COMPOSITION: FINANCIAL AIDS

5. THE COUNCIL REQUEST THE STATE TO ESTABLISH OTHER-RACE GRANTS FOR GRADUATE AND PROFESSIONAL LEVEL STUDENTS.
6. THE COUNCIL CONTINUE EFFORTS TO IMPLEMENT ITS 1975 ANNUAL REPORT RECOMMENDATION OF ESTABLISHING OTHER-RACE GRANTS TO THE MARYLAND STATE BOARD FOR COMMUNITY COLLEGES FOR DISTRIBUTION TO THE COMMUNITY COLLEGES.
7. THE COUNCIL CONTINUE TO SUPPORT SCHOLARSHIP REFORM.

#### EMPLOYMENT COMPOSITION

The predominantly black institutions employ substantially higher percentages of white persons at faculty, administrative and classified levels than the percentages of black persons employed at predominantly white institutions. The percentages of black faculty by program are considerably lower in predominantly white institutions as compared to predominantly black institutions. Since many of the institutions have voiced concern regarding the lack of new faculty positions and tight budgetary patterns, the use of faculty and administrative interns, which are comparatively less expensive to the State, could complement hiring efforts of institutions. The Council has recommended in its 1975 Annual Report that funds be appropriated to carry out a minority faculty and administrative internship program as explained in the First Annual

Desegregation Status Report, Chapter II, pages II 16-17.

Additionally, a review of training programs offered by the institutions for employee advancement opportunities should be considered. Currently, many institutions provide advancement opportunities to employees, but differ in approaches and programs. A review of training programs by each segment to determine the degree of impact of such programs might assist member institutions and provide for greater advancement opportunity to employees.

All of the Maryland public postsecondary education institutions reported continued interest in employing blacks and other minorities. The institutions reported the following recruitment activities for black and other minority faculty and administrators: trips to conferences and special events, advertising, and the use of minority persons in recruiting activities. For example UMCP reported hiring a Spanish-speaking employee who will assist in recruiting minority employees.

COURSE OF ACTION-EMPLOYMENT COMPOSITION

8. THE COUNCIL CONTINUE EFFORTS TO IMPLEMENT ITS 1975 ANNUAL REPORT RECOMMENDATION TO ESTABLISH MINORITY FACULTY AND ADMINISTRATIVE INTERSHIP PROGRAMS.
9. THE COUNCIL REQUEST THE SEGMENTS TO REVIEW MEMBER INSTITUTIONS' TRAINING PROGRAMS FOR EMPLOYEES AND THAT THE SEGMENTS REPORT THEIR FINDINGS IN JUNE 1976.

PROGRAM COOPERATION

University of Baltimore, UMAB, UMBC, Salisbury, Morgan and Frostburg State Colleges reported inter and intra segment cooperative programs. Inter-segment cooperative programs reported by UMAB include visits to colleges to review the course sequences of potential admissions candidates, and offer advisement, visits to high schools to provide career counseling and the preparation of a proposal for a consortium for inter-institutional programs of cooperation for Postsecondary Education in the State of Maryland. This includes the UMAB campus, the Baltimore City Public Schools and Chi Delta Mu, an organization comprised of black doctors, dentists and pharmacists. (See the institutions' desegregation status summaries, Chapter II and Appendix A, for details of their cooperative programs.) Increased staff for UMAB



to review and advise potential admissions candidates regarding their course sequences while such students are in the early stages of study should be considered. The review and advisement process is time-consuming but is critical to achieving the objectives of attracting increased percentages of black admissions candidates to UMAB. A similar effort at UMCP would add to their graduate student recruitment efforts.

COURSE OF ACTION-PROGRAM COOPERATION

10. THE COUNCIL AND THE UNIVERSITY OF MARYLAND EXPLORE WAYS TO INCREASE UMAB AND UMCP PROFESSIONAL AND GRADUATE SCHOOL RECRUITMENT STAFFS.



CHAPTER II



*Chapter II includes summary reports of institutional desegregation efforts. (Expanded versions of some of the institutions' reports are contained in Appendix A). Reports were submitted from the eight State four-year colleges, the five campuses of the University of Maryland, the Maryland State Board for Community Colleges, and the Community College of Baltimore. Since individual desegregation plans have not been developed for each of the community colleges, the State Board for Community Colleges has submitted a status report for all institutions under its purview. The Community College of Baltimore was requested to submit a separate report because of its unique status as a predominantly black two-year institution in Baltimore. Visits were made to the institutions during the Spring 1975 (by the Council's desegregation staff) to discuss desegregation efforts. Preceding the visits, institutions were sent a letter explaining the Mid-Year desegregation status report, and providing a sample listing of topics to be discussed in the meeting along with a copy of the institutional desegregation plan. Following the visits, institutions were sent a summary of topics discussed which was to be used as a format in preparing their reports (These summary formats precede each institutional report).*



COMMUNITY COLLEGE OF BALTIMORE

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES





## First Mid-Year Desegregation Status Report

Community College of Baltimore

1975

Provide a brief description of CCB, including educational mission and factors which make it unique from other public institutions in the state.

### Student Composition

Provide a narrative profile of the student body, including racial composition of students who entered CCB for the first time last fall. Include trends in student enrollment over the last several years, geographic origins, average age of students, and any other factors which would characterize the student body.

Discuss other race recruitment efforts, including high school visitations, cooperative recruitment programs with other institutions, use of biracial recruitment teams, etc.

Discuss retention programs, including efforts to encourage more white student participation in campus activities, special academic skills programs, etc. Provide any available information on retention rates (holding power) of minority and non-minority students.

### Financial Aid

Discuss financial aids available to students, the sources of financial aid funds, and the adequacy of these funds to meet the needs of students.

Discuss efforts to find new sources of financial aid funds.

Discuss financial aid needs to maintain 1980 enrollment composition goals, with particular attention to Other Race Grant needs.

### Employment Composition

Provide a narrative profile of faculty, administrative and classified staff according to racial composition.

Discuss progress made to improve minority representation among employees within job classifications.

### Administrative Coordination

Discuss efforts to insure minority representation on policy making committees.

Community College of Baltimore (con't.)

Program Cooperation

Discuss cooperative program efforts with other institutions.

Preliminary Summary  
First Mid-Year Desegregation Status Report  
Community College of Baltimore  
May 1975

The Community College of Baltimore is an integrated, two-year co-educational, non-boarding, public urban college offering day, evening, and summer programs and granting the Associate in Arts degree. Financial support from the City and State and some Federal Funds makes possible reduced tuition fees.

Its uniqueness lies in the fact that we offer many career and liberal arts programs, particularly in the Allied Health fields, that do not exist at any other community college in the metropolitan area. In addition, we are the community college in the State with the largest percentage of black students. This puts us in the position of seeking a greater percentage of white students in order to provide a greater racial balance.

#### STUDENT COMPOSITION

Starting with the State's Desegregation Report of 1971 there was a 46.6% black student enrollment, the Community College of Baltimore had reached, by the 1974 Fall semester, a level of 72.5%. To narrow this down a little, 70.7% of the students, who entered C.C.B. for the first time last fall, were black students. In a comparison of the overall percentage of the student body composition with the percentage of new students entering the college for the same semester, there would seem to be an indication that there has been a leveling off of black students by 1974. Since black enrollment the figures for C.C.B. are considerably above the population percentages for Baltimore City, (a disparity of over 20%) it seems advisable to exert special efforts toward increasing "Other Race" enrollment.

Several trends have been observed in our student enrollment over the last several years. One has been the attraction of more students from the inner-city area. Another trend has been toward an increase in the average age of the college's students. A State-wide study, of Fall 1970 entering students, indicated that C.C.B. was significantly above the State average in minority enrollment and in the median age of its students.

The student recruitment goal has been to effectively communicate the range of offerings of the College to all Baltimore City Senior High students, and even to the junior high population. Some methods employed have been (1) regularly scheduled visits to the senior high schools to talk with students and counselors, (2) attractive brochure racks left at schools as permanent information stations, (3) counseling as to job market trends and resource persons to speak about selected careers and programs, (4) inviting students and counselors to special C.C.B. activities of particular interest to those at the secondary school level.

## First Mid-Year Desegregation Status Report

While all of these methods have been regularly utilized, special efforts to insure contact with both black and white potential enrollees have been made. Our goal has been to reach out to both blacks and whites, although with a student body at C.C.B. approximately 75% black, we have had a particular interest in trying to contact white students in an attempt to restore a more balanced racial mix at the College in conformance with the City's racial mix. We have been careful to represent the College at most events by a "black-white" recruitment team. Our pictorial displays of life at C.C.B. have contained a mixture of blacks, whites, and other races. Our information-reception booth set up by the Recruitment Office at C.C.B.'s main entrance is staffed by a racial mixed group of work-study students. We have attempted to tap the tremendous potential of the soon to be opened Harbor Campus for attracting residents of the geographically proximate areas of predominantly white South and East Baltimore. Though not yet complete, this second campus of C.C.B. has many fine programs which we are promoting in an attempt to stimulate citizen awareness and interest. It should also be pointed out that several of the predominantly white high schools, (where we have not been particularly successful in the past) as sources of enrollment because of geographic location, have been visited very regularly in an effort to interest those students in C.C.B. In addition, Mr. Shoemaker of the Recruitment Team has built upon many relationships established with students at one of the predominantly white high schools, where he taught for six years before coming to C.C.B. (Incidentally, Mr. Shoemaker is the black member of the student recruitment team.)

Though this is a very sketchy picture of our activities, we wish to emphasize that we view as one of our prime responsibilities to work toward establishing a strongly mixed racial composition for our student body at C.C.B.

The Day Division retention rates (holding power) for the last five Spring semesters were as follows:

February, 1971	- 79.2%
February, 1972	- 78.1%
February, 1973	- 78.1%
February, 1974	- 76.5%
February, 1975	- 85.5%

As can be seen, the retention rate remained about the same from February, 1971 through February, 1974. While it is difficult to document reasons for the rise in retention rate for the February, 1975 semester, we feel that the poor economic situation may be an important contributing factor.

The retention rates of minority and non-minority students have not been broken down, but it is felt that it would be a good idea to do this in the future.

### SPECIAL ACADEMIC SKILLS PROGRAM

Through developmental studies, the "open door" policy of the College is supported. The approach is student-centered, recognizing that among students there are different styles of learning, different rates of learning, and varying levels of readiness for the college experience. Components of the program are in the form of

- a. special developmental courses for students in need of academic skills
- b. laboratory opportunities for students needing reinforcement, remediation, enrichment, review, brush-up

## First Mid-Year Desegregation Status Report

- c. tutorial assistance for students needing personalized help in basic skills or with individual courses
- d. independent study for students with specialized interests and/or talents
- e. counseling and diagnostic testing in some areas to aid in the proper course placement of students and
- f. special services and projects to respond to special needs as they emerge

Those who are entering the College for the first time and whose scores on counseling tests, high school records, and/or the interview indicate the need for developmental studies because of academic weakness will be recommended to take a limited load and perhaps even special remedial courses. If, after counseling, a student feels that the recommended developmental program will not meet his academic or personal needs, he has the option of taking the regular sequences of courses--at his own risk.

There has been full recognition at the College that there must be unique approaches to bring more white students to C.C.B. As a result, we have placed special emphasis on the formulation of some programs which have regional and metropolitan appeal, knowing that if we could reach out into Baltimore County, Anne Arundel County, Howard and Carroll Counties for students who wish to study in certain academic areas where programs are not available in their own county community colleges, they would have this privilege at C.C.B. One illustration of this is the Dental Hygiene Program offered only at C.C.B. in the metropolitan area.

We have deliberately employed one white recruiter (we also have a black recruiter) and one white counselor in the Student Activities Center - (we also have two black counselors in the Center). Our goal throughout the College is to reinforce the multi-racial approach.

The students of the Community College of Baltimore, in affirmation of their responsibility for self-determination and the democratic process have established the Student Government Association.

To actively seek participation of all students the structure of the Student Government Association has been changed from a General Elective body consisting of seven persons elected school wide (in recent years not a single white person) to three representative bodies which shall perform the executive, legislative and judicial functions of the Student Government Association.

These three bodies derive their powers from the student representation in the academic departments of the college. Each curriculum will have one or more student representatives depending upon the size of that curriculum. The new structure of the Student Government will be made up of at least 35--40 students, thus assuring both white and black representatives.

### FINANCIAL AID

The Community College of Baltimore participates in a wide range of federal and state student financial aid programs totaling over 1.6 million dollars for fiscal year 1974 and serving approximately 30% of the total student body. Dissemination of student financial aid information is an essential function of the student financial aid office.

## First Mid-Year Desegregation Status Report

The Community College of Baltimore receives an equitable allocation of federal student financial aid. However, the federal financial aid is inadequate. Recognizing that such a need exists, the Community College of Baltimore has sought greater financial aid appropriations on both the federal and state levels.

Financial aid has a direct causal relationship to enrollment trends. The purpose of financial aid is to provide access to, choice of, and retention in postsecondary education. Financial aid is based upon demonstrated financial need, irrespective of race, sex or age of the student.

### OTHER RECOMMENDATIONS

1. Other Race Grants - We support other race grant funds as necessary to achieve integration within the institution.
2. Scholarship Reform - We recommend state scholarship reform.
3. Regionalization - We recommend broader revenue and political regionalization changes so that the metropolitan counties and Baltimore City share their wealth and resources.

### EMPLOYMENT COMPOSITION

There is a reasonably good racial mix amongst the members of the administrative staff. Of the two top administrative officers one is white and one is black. Of eight deans, four are black and four are white. The remainder of the administrative staff is made up of assistant and associate deans, directors, and various other officers are sixteen white and four black educators.

While there is room for further improvement in the administrative racial balance, we have made great strides to bring us from an all-white administration to where we are now.

There is a balance among the races in the professional non-instructional staff--that is--counselors and librarians.

While we have made concerted attempts to achieve a racial balance in the teaching faculty, we still have a largely white faculty though we have the highest percentage of black faculty members of all former all-white colleges (before 1954). As positions become available greater attempts are being made to balance the races. In order to achieve this goal we have expanded our advertising for faculty positions to include not only the generally accepted channels of search but wider and deeper channels that include minority publications, organizations and institutions. The opening of the Harbor Campus will permit the hiring of a sizeable number of teachers for the first time in five years. At this point we hope to improve balance in our teaching staff.

We have succeeded in obtaining a racial balance in our secretarial staff, albeit totally female. However, the custodial staff is overbalanced in favor of the black race, and here, too, much improvement is needed.

## First Mid-Year Desegregation Status Report

### ADMINISTRATION COORDINATION

The President holds bi-weekly meetings of College Deans. This is a group which is evenly balanced in terms of race (and incidentally includes two women Deans). This is the top administrative policy-making body. It represents the "cabinet" of the College and discusses academic matters, budgetary matters, makes decisions in regard to student policy, prepares agendas for the Board, and other significant matters.

The President of the College, has mandated that policy-making committees, and advisory committees, dealing with areas of instruction, curriculum, student affairs and other critical issues have significant minority faculty, administrative, custodial and secretarial relevant to the problem at hand.

The President of the College encourages the Dean of Student Activities and the Dean of Student Personnel Services to make certain that student committees are formulated with the view toward giving full representation to all segments of the College.

The President of the College has insisted on supporting the beliefs of the Board that each Dean's staff have minority representation.

### PROGRAM COOPERATION

For example, the Community College of Baltimore has developed a cooperative program with Essex Community College in the area of food administration. Essex had developed a new program in this area, and rather than duplicate the whole program C.C.B. and Essex Community College will offer restaurant and catering training while C.C.B. will offer training in Hotel and Motel Management. Segmenting the field will encourage some white county students to come to C.C.B. and black city students to go to Essex. We maintain several cooperative programs with the University of Baltimore in the area of food administration, law enforcement and data processing. We articulate with the University of Maryland in career programs. In all these cases racial mix is developed. Confirmation on a cooperative effort with Coppin State College is expected in the area of Early Childhood Education and Special Education. Through the Art department we maintain a cooperative effort with the Maryland Institute. The Johns Hopkins School of Health Services makes a special attempt to recruit our students.

We share a program with Catonsville Community College in the planning, administration, instruction and counseling of students at the Social Security Complex in Woodlawn. The same cooperative coordination exists with Dundalk Community College at our Patterson Center and the Dundalk Center. Again these county-city programs bring about racial mix. Thru Channel 67 and in consortium with 10 to 15 community colleges as well as 4 year institutions we offer TV courses. We maintain a cooperative effort with the Police Academy in the area of law enforcement. Our Upward Mobility Program at the Social Security headquarters is done in cooperation with Catonsville Community College, University of Maryland and Morgan State University. Through our College Work-Study Program we have been able to place students with several schools of the University of Maryland. These and other cooperative programs with predominantly black or nearly all-white college bring about a better racial mix.

## First Mid-Year Desegregation Status Report

### Community Colleges

1975

Briefly explain the role of the Maryland State Board for Community Colleges in relation to the Community Colleges, and why the SBCC is responding for the community colleges in this report.

#### Student Composition

Discuss efforts that have been made by community colleges to increase minority student enrollment, with particular attention to:

Allegany, Anne Arundel, Cecil, Charles, Frederick, Hagerstown, and Harford Community Colleges which showed a decrease in percentage of full-time black students in 1974.

and Chesapeake College, which would need to accelerate the rate of increase in full-time black students to meet its projected goal by 1980.

Discuss retention rates for minority and non-minority students for each community college (e.g. attainment of educational goals of students by race).

#### Financial Aid

Discuss financial aids available for minority students at the community colleges, the sources of financial aid funds, and the adequacy of these funds to meet the needs of students.

Discuss efforts of the community colleges to find new sources of financial aid funds.

Discuss financial aid needs of the community colleges to meet the projected 1980 enrollment goals, with particular attention to Other Race Grants.

#### Employment Composition

Discuss efforts that have been made by the community colleges to recruit minority and women applicants.

#### Administrative Coordination

Discuss efforts that have been made to ensure minority group representation on the community college Boards of Trustees.



## Community Colleges (con't.)

### Program Cooperation

Discuss efforts that have been made to implement the Student Transfer Policy Agreement to facilitate the movement of minority students from community colleges to four-year institutions.



FIRST MID-YEAR DESEGREGATION STATUS REPORT  
MARYLAND COMMUNITY COLLEGES

INTRODUCTION

Maryland's system of community colleges consists of sixteen public two-year colleges, including multi-campus institutions, which are governed locally and coordinated at the State level by the State Board for Community Colleges. The community colleges differ from other institutions of higher and further learning in a number of significant ways, and it therefore would be useful in understanding what follows to briefly characterize the substantial differences.

By tradition and by stated mission, community colleges must be viewed as local institutions. In being colleges for their immediate communities, the institutions are governed locally in order to be able to more quickly and effectively respond to needs which the constituents of the area identify. In Maryland, this focus is intensified by the lack of a mechanism by which students can attend community college other than in the subdivision in which they live without incurring a sizeable financial penalty. Such a student would incur not only the regular tuition and fees, but would also be required to pick up the total contribution of the political subdivision. Thus, in marked contrast to other public postsecondary institutions which have a Statewide constituency, community college service areas must be viewed in very strict terms as the area of the political subdivisions which fiscally support the individual colleges.

Maryland's community colleges are also distinguished by the fact that they have never been operated at any time during their existence as a segregated or "dual" educational system. No community college in this State has viewed itself, nor has anyone ever classified it, as a historically separate black or white institution.

Since the community colleges have never been operated on a segregated basis, their goal is not to desegregate. Rather they start at a different point on the equal opportunity continuum and are attempting through affirmative action efforts to increase their representation of and service to all those whom the federal government considers "affected classes"--namely, women, blacks, Spanish surnamed, native American, and Asian-American individuals.

Additionally, community colleges are funded differently and are on a different budget cycle and format from other public postsecondary institutions. It is important to recognize that State aid to community colleges encompasses no more than, and in most cases less than, fifty percent of the operating costs of the State's community colleges. In contrast to other institutions, one must consider, in addition to State funds and tuition revenues, the contribution of the local subdivisions which sponsor these colleges.

The point must also be made that Maryland's community colleges have always been operated as open door institutions. The State Board for Community Colleges and the respective community colleges have taken a strong position that the open door philosophy, including all that it entails in terms of special and developmental services, should and must continue. In this environment, the element of whom the institution selects to attend does not come into play. Rather, one must deal with the other side of the coin: who selects the institution. This requires that recruitment, advisement, and retention of students be viewed in a different light from traditional higher education.

A final distinction must show the extreme difference in the status of attendance of those in the community colleges. Opening fall enrollment figures for 1974 indicate a total community college headcount enrollment of 64,679 individuals. This is composed of 24,235 full-time students and 40,444 part-time students. In other words, part-time enrollments account for 63 percent of the student body. This contrasts with typical non-community college part-time enrollments generally well below ten percent of the total student body.

Because of all of these differences, it is deemed more appropriate for the State Board for Community Colleges to here present a systemwide report of equal opportunity efforts in the community colleges in lieu of individual institutional reports. It should be borne in mind that while the movement from fully integrated to affirmative action activity may differ in kind and magnitude from that required in moving from segregated to integrated, the community colleges have and will continue to share a strong commitment to the Statewide efforts to insure equal opportunity in postsecondary education and employment.

#### SEGMENT BOARD ACTIVITY

In May, 1975, the State Board for Community Colleges published the Statewide Master Plan for Community Colleges in Maryland 1975-1985. In updating the first community college Master Plan, the original 53 recommendations were recast into a goals-objectives-strategies planning mode in order to indicate long-term directions, particular actions, and specifiable outcomes within time-specific periods.

The first goal included in the Plan is "to provide equal access to community colleges for all Maryland citizens." The full text of this goal is included in Attachment A.

Specifically stated is the expectation that by 1978 Maryland community college enrollments systemwide will reflect total State minority population. By 1980 each college will reflect the racial composition which exists in its service area. It should be realized that six community colleges, in addition to the Community College of Baltimore, already exceed their 1980 goals a full five years before the suggested date of implementation. In addition, four other community colleges are within two percentage points of their goals. Six colleges will need to make a more substantial effort to meet their goals.

Ten institutions have submitted formal Affirmative Action Plans approved by their Boards of Trustees to the Office for Civil Rights and the State Board for Community Colleges. Since none of these institutions has prime Federal contracts of the required amount, each of these Affirmative Action Plans was submitted in voluntary compliance with Executive Order 11246 as amended, as a demonstration of good faith efforts. The remainder of the community colleges have filed with the State Board a statement that they are committed to the principles and practices of Affirmative Action and that the development of their plans is in process.

The State Board for Community Colleges itself is the first and only State-level board to have developed and submitted to OCR an approved Affirmative Action Plan for its own central staff. The State Board is proud of this accomplishment.

During the year, the State Board for Community Colleges recommended to the Governor as a legislative priority that legislation be introduced to authorize "other-race grants" in the community colleges. While the requested bill was introduced in the 1975 General Assembly, it failed to receive favorable legislative action.

To assist students in educational and career planning, in furtherance of the recommendations of the Inter-Agency Task Force, the State Board will publish in July, 1975, a comprehensive guide for counselors and prospective students dealing with curricula, apprenticeships, financial aid, and other community college information. It is the State Board's view that by inclusion of appropriate information and planned distribution to educational and community agencies, the diversity of community college student bodies may be further enhanced.

In the facilities approval and curricular endorsement processes, the State Board has been cognizant of the racial impact of new programs. The interest of the State Board in this area will continue.

#### STUDENT COMPOSITION OF COMMUNITY COLLEGES

Systemwide enrollments by race and by sex for the Fall of 1974 are shown below in Tables 1 and 2, respectively. These tables also indicate percentages by race and sex. Table 3 presents enrollment by race for each of the individual community colleges. Comparative black enrollments for each college for 1972, 1973, and 1974 are shown in Table 4.

The information in Table 4 shows a mixed picture. With the exception of the Community College of Baltimore, the changes in either direction are rather modest. This represents to a large extent the difficulty in heavily influencing any given student characteristic in an open door institution. It should also be pointed out that a number of the institutions which decreased in black enrollment are still above their 1980 goals, even after decline.

Table 1

MARYLAND COMMUNITY COLLEGES  
ENROLLMENT BY RACE FALL 1974

White		Black		American Indian		Asian		Spanish Surname		TOTAL	
F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T
20,407	32,537	3,485	7,368	56	126	167	226	120	187	24,235	40,444
81.9%		16.8%		.3%		.6%		.4%		100%	

F-T = Full-time

P-T = Part-time

Table 2

MARYLAND COMMUNITY COLLEGES  
ENROLLMENT BY SEX FALL 1974

Full-time		Part-time		Total	Total	TOTAL
Male	Female	Male	Female	Male	Female	
13,786	10,449	18,859	21,585	32,645	32,034	64,679
21.3%	16.2%	29.2%	33.3%	50.5%	49.5%	100%

Also affecting given institutions in somewhat variable ways is the mix of part-time versus full-time and day versus evening students, as well as the expansion of offerings for older persons desirous of retraining. While all of these factors affect the variations indicated in Table 4, some of the colleges may still need to extend their outreach programs to attract a mix of students more representative of their service areas.

The State Board currently does not possess information which would be germane to retention rates for minority and non-minority students.

#### FINANCIAL AID AVAILABLE

As previously indicated, attempts by the State Board for Community Colleges to secure legislative authority to establish a program of "other-race grants" in the community colleges were not successful this year. All other funds administered by individual community colleges for student aid are awarded without regard to race or sex. There are therefore no available funds specifically earmarked for a given race or sex.

However, to the extent that many minority students tend to manifest a greater degree of financial need, increase in the total quantity of funds awarded

Table 3

ENROLLMENT BY RACE FALL 1974  
MARYLAND COMMUNITY COLLEGES  
Source of Data: MCHE Survey

College	White		Black		American Indian		Oriental		Spanish Surname		TOTAL	
	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T
Ailegany	836	434	13	13	-	-	1	1	1	-	851	448
Anne Arundel	1,729	2,631	87	134	17	25	23	25	21	24	1,877	2,839
Baltimore	650	1,577	1,898	4,128	2	3	13	19	8	11	2,571	5,738
Catonsville	2,292	5,438	160	611	1	7	11	16	8	14	2,472	6,086
Cecil	264	712	15	21	-	-	-	-	-	-	279	733
Charles	401	887	41	115	2	1	-	4	3	3	447	1,010
Chesapeake	250	331	40	29	1	-	1	-	-	-	292	360
Dundalk	319	942	35	52	3	7	1	2	-	3	358	1,006
Essex	2,590	4,430	81	93	6	12	7	19	3	7	2,687	4,561
Frederick	488	873	27	47	-	4	-	-	-	2	515	926
Garrett	145	168	-	-	-	-	-	-	-	-	145	168
Hagerstown	750	919	41	24	-	-	2	-	1	7	794	950
Harford	928	1,641	84	121	6	18	7	7	2	4	1,027	1,791
Howard	358	878	69	135	1	2	-	4	1	11	429	1,030
Montgomery:												
Rockville	4,550	5,090	144	216	7	19	24	41	28	38	4,753	5,404
Takoma Park	908	1,173	122	214	2	7	10	13	9	14	1,051	1,421
Prince George's	2,949	4,413	628	1,415	8	21	67	75	35	49	3,687	5,973
TOTAL	20,407	32,537	3,485	7,368	56	126	167	226	120	187	24,235	40,144

F-T = Full-time  
P-T = Part-time

Table 4

COMPARISON OF 1972, 1973, AND 1974 OPENING FALL ENROLLMENT BY STUDENT STATUS  
 MARYLAND COMMUNITY COLLEGES  
 Source of Data: HEGIS 2300-2.3-1

College	Part-time				Full-time				TOTAL			
	Fall 1972	Incr. (Decr.) %	Fall 1973	Incr. (Decr.) %	Fall 1974	Incr. (Decr.) %	Fall 1973	Incr. (Decr.) %	Fall 1972	Incr. (Decr.) %	Fall 1973	Incr. (Decr.) %
Allegany	336	19.1	400	12.0	448	12.0	794	7.2	1,141	4.7	1,194	8.8
Anne Arundel	1,907	32.1	2,520	12.7	2,839	12.7	1,634	14.9	3,527	17.8	4,154	13.5
Baltimore	4,437	10.5	4,902	17.1	5,738	17.1	2,345	9.6	7,135	1.6	7,247	14.7
Catonsville	4,628	18.3	5,474	11.2	6,086	11.2	2,588	(4.5)	7,279	10.8	8,062	6.2
Cecil	485	10.3	535	37.0	733	37.0	238	17.2	674	14.7	773	30.9
Charles	733	25.0	916	10.3	1,010	10.3	417	7.2	1,122	18.8	1,333	9.3
Chesapeake	255	44.3	368	(2.2)	360	(2.2)	281	3.9	582	11.5	649	.5
Dundalk	495	65.3	818	23.0	1,006	23.0	247	44.9	633	68.3	1,065	28.1
Essex	2,718	28.4	3,490	30.7	4,561	30.7	2,790	(3.7)	5,330	17.8	6,280	15.4
Frederick	627	19.6	750	23.5	926	23.5	494	4.3	1,089	14.2	1,244	15.8
Garrett	136	(1.0)	121	38.8	168	38.8	126	15.1	243	1.7	247	26.7
Hagerstown	629	31.2	825	15.2	950	15.2	786	1.0	1,422	13.3	1,611	8.3
Harford	1,675	(6.6)	1,565	14.4	1,791	14.4	998	2.9	2,618	(2.0)	2,563	10.0
Howard	619	48.1	917	12.3	1,030	12.3	416	3.1	936	42.4	1,333	9.5
Montgomery:												
Rockville	3,606	20.2	4,334	24.7	5,404	24.7	4,944	(3.9)	8,133	14.1	9,278	9.5
Takoma Park	1,240	5.1	1,303	9.1	1,421	9.1	1,127	(6.7)	2,512	(3.3)	2,430	1.7
Prince George's	4,437	21.9	5,408	10.5	5,973	10.5	3,845	(4.1)	7,888	17.3	9,253	4.4
TOTAL	28,963	19.6	34,646	16.7	40,444	16.7	24,070	.7	52,264	12.4	58,716	10.2
												64,679

Incr. = Increase  
 (Decr.) = Decrease



exclusively on a need basis would be expected to more adequately assist minority students. The community colleges have aggressively sought out Federal student assistance funds because such monies can only be awarded on the basis of an approved need analysis system.

For similar reasons, the State Board for Community Colleges has consistently supported reform of the State's scholarship programs. These efforts to date have been unsuccessful.

To the extent that low cost to students is an important factor in attracting minority students, the State Board has also consistently maintained that a philosophy of low tuition must be maintained in the community colleges. This will be increasingly difficult in view of the State's refusal to increase its contribution to community college operating costs in a time of soaring educational costs. Current Maryland community college tuitions are shown in Table 5.

#### EMPLOYMENT COMPOSITION

All Maryland community colleges have prepared or are preparing written Affirmative Action Plans which comply with the Office for Civil Rights Higher Education Guidelines. Positions available are advertised openly and employment decisions are made without regard to race, religion, sex, or national origin.

Current employment composition systemwide in Maryland community colleges is presented in Table 6. Individual college employment composition is shown in Table 7.

Community college employment by race was last reported in 1972. Since then, the number of black administrators has increased 71% (from 17 to 29); black instructional faculty increased by 34% (from 137 to 184); black non-professionals increased 8% (from 327 to 352).

#### COMPOSITION OF BOARDS

Members of the State Board for Community Colleges and members of Boards of Trustees for community colleges are appointed by the Governor of Maryland. In accepting and transmitting the State's postsecondary desegregation plan, the Governor has indicated his cognizance of the need to increase representation of minorities on higher education boards and councils. It is assumed that appointments by the Governor will give due consideration to this need.

#### TRANSFER AND ARTICULATION

In 1973, the Maryland Council for Higher Education adopted a Student Transfer Policy which states: "Students in a transfer program who are awarded an A.A. degree from a public community college shall have the opportunity to be admitted with full junior standing in a public four-year institution."

Table 5

TUITION 1974-1975<sup>a</sup>  
MARYLAND COMMUNITY COLLEGES  
Source of Data: SBCC

College	County Resident		Out-of-County Resident		Out-of-State Resident	
	Per Term Full-time	Per Hour Part-time	Per Term Full-time	Per Hour Part-time	Per Term Full-time	Per Hour Part-time
Allegany	\$125.00	\$ 12.50	\$305.00	\$ 30.50	\$ 575.00	\$ 57.50
Anne Arundel	200.00	17.00	440.00	38.00	800.00	68.00
Baltimore	150.00	12.50	300.00	25.00	450.00	37.50
Catonsville	150.00	13.00	300.00	26.00	600.00	52.00
Cecil	150.00	12.50	300.00	25.00	500.00	42.00
Charles	180.00	15.00	360.00	30.00	540.00	45.00
Chesapeake	170.00	17.00	340.00	34.00	1,000.00	60.00
Dundalk	150.00	13.00	300.00	26.00	600.00	52.00
Essex	150.00	13.00	300.00	26.00	600.00	52.00
Frederick	150.00	12.00	300.00	25.00	600.00	50.00
Garrett	150.00	12.00	300.00	20.00	400.00	40.00
Hagerstown	150.00	13.00	350.00	29.00	600.00	50.00
Harford	180.00 <sup>b</sup>	15.00	440.00 <sup>b</sup>	37.00	775.00 <sup>b</sup>	63.00
Howard	150.00	13.00	300.00	25.00	550.00 <sup>c</sup>	45.00
Montgomery	235.00 <sup>c</sup>	18.00	600.00 <sup>c</sup>	42.00	750.00 <sup>c</sup>	60.00
Prince George's	13.00 <sup>d</sup>	13.00	30.00 <sup>d</sup>	30.00	53.00 <sup>d</sup>	53.00

<sup>a</sup> In addition to tuition, a wide range and variety of fees are also charged by the community colleges but are not included in this table.

<sup>b</sup> Harford has an interval tuition schedule based on credit hour load; the figures reported here represent a 12-15 credit hour load.

<sup>c</sup> Montgomery has a modified credit hour tuition charge up to the maximum reported here.

<sup>d</sup> Per credit hour charges.

Table 6

SUMMARY  
EMPLOYMENT BY RACE BY FUNCTION AND STATUS FALL 1974  
MARYLAND COMMUNITY COLLEGES  
Source of Data: MCHE/CRO Reports

Employment	Instruction		Organized Research		Public Service		Academic and Institutional Support and Student Service		Total Instruction	Total Organized Research	Total Public Service	Total Academic and Institutional Support and Student Service	TOTAL
	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T					
EXECUTIVE, ADMINISTRATIVE, MANAGERIAL													
Black	1	-	-	-	1	-	26	1	1	-	1	27	29
White	26	5	1	-	12	-	270	11	31	1	12	281	325
Other	-	-	-	-	-	-	8	1	-	-	-	9	9
INSTRUCTIONAL FACULTY													
Black	56	121	-	-	-	-	5	-	177	-	2	5	184
White	1,502	1,525	-	-	-	3	80	1	3,027	-	3	81	3,111
Other	22	24	-	-	-	-	-	-	46	-	-	-	46
OTHER PROFESSIONAL													
Black	-	5	-	-	1	-	23	8	5	-	1	31	37
White	22	10	-	-	6	1	162	24	32	1	7	186	226
Other	-	-	-	-	-	-	4	-	-	-	-	4	4
NONPROFESSIONAL													
Black	4	-	-	-	3	-	282	63	4	-	3	345	352
White	207	18	1	-	19	-	1,166	270	225	1	21	1,436	1,683
Other	1	1	-	-	-	-	16	7	2	-	-	23	25
TOTAL	1,841	1,709	2	1	42	8	2,042	386	3,550	3	50	2,428	6,031

Table 7

EMPLOYMENT BY RACE BY FUNCTION AND STATUS FALL 1974  
MARYLAND COMMUNITY COLLEGES  
Source of Data: MCHE/CRO Reports

Employment	Instruction		Organized Research		Public Service		Academic and Institutional Support and Student Service		Total Instruction	Total Organized Research	Total Public Service	Total Academic and Institutional Support and Student Service	TOTAL
	P-T		F-T		P-T		F-T						
	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T					
ALLEGANY													
Executive, Administrative, Managerial													
Black	-	-	-	-	-	-	-	-	-	1	-	9	14
White	3	-	-	1	-	-	9	-	3	-	1	1	1
Other	-	-	-	-	-	-	1	-	-	-	-	-	-
Instructional Faculty													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	74	19	-	-	-	-	17	-	93	-	-	17	110
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Professional													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Nonprofessional													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	9	-	-	1	-	-	45	1	9	1	-	46	56
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	86	19	2	-	1	-	72	1	105	2	1	73	181
ANNE ARUNDEL													
Executive, Administrative, Managerial													
Black	-	3	-	-	-	-	-	-	-	-	-	-	-
White	3	-	-	1	-	-	5	-	6	-	1	5	12
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Faculty													
Black	-	2	-	-	-	-	-	-	2	-	-	-	2
White	14B	B1	-	-	-	-	-	-	229	-	-	-	229
Other	1	-	-	-	-	-	-	-	1	-	-	-	1
Other Professional													
Black	-	-	-	-	-	-	1	-	-	-	-	1	1
White	-	-	-	-	-	-	14	-	-	-	-	14	14
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Nonprofessional													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	32	4	-	-	-	-	25	13	36	-	1	25	25
Other	-	-	-	-	-	-	58	-	-	-	-	71	108
TOTAL	184	90	-	-	-	2	103	13	274	-	2	116	392

Table 7 continued

Employment	Instruction		Organized Research		Public Service		Academic and Institutional Support and Student Service		Total Instruction	Total Organized Research	Total Public Service	Total Academic and Institutional Support and Student Service	TOTAL
	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T					
<b>BALTIMORE</b>													
<u>Executive, Administrative, Managerial</u>													
Black	-	-	-	-	1	-	9	-	-	-	1	9	10
White	-	-	-	-	-	-	20	2	-	-	-	22	22
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Instructional Faculty</u>													
Black	24	64	-	-	-	-	-	-	88	-	2	-	90
White	134	243	-	-	-	-	-	-	377	-	3	-	380
Other	-	3	-	-	-	-	-	-	3	-	-	-	3
<u>Other Professional</u>													
Black	-	5	-	-	-	-	16	8	5	-	-	24	29
White	-	7	-	-	-	-	27	11	7	-	1	38	46
Other	-	-	-	-	-	-	2	-	-	-	-	2	2
<u>Nonprofessional</u>													
Black	-	-	-	-	1	-	53	32	-	-	1	85	86
White	-	-	-	-	-	-	51	38	-	-	-	89	89
Other	-	-	-	-	-	-	-	4	-	-	-	4	4
<b>TOTAL</b>	158	322	-	-	2	6	178	95	480	-	8	273	761
<b>CATONSVILLE</b>													
<u>Executive, Administrative, Managerial</u>													
Black	-	-	-	-	-	-	6	-	-	-	-	6	6
White	-	-	-	-	5	-	55	2	-	-	5	57	62
Other	-	-	-	-	-	-	3	1	-	-	-	4	4
<u>Instructional Faculty</u>													
Black	8	10	-	-	-	-	-	-	18	-	-	-	18
White	180	186	-	-	-	-	-	-	366	-	-	-	366
Other	2	-	-	-	-	-	-	-	2	-	-	-	2
<u>Other Professional</u>													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	12	-	-	-	-	-	-	-	12	-	-	-	12
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Nonprofessional</u>													
Black	-	-	-	-	-	-	24	-	-	-	-	24	24
White	33	5	-	-	3	2	117	6	38	-	5	123	166
Other	-	1	-	-	-	-	1	1	1	-	-	2	3
<b>TOTAL</b>	235	202	-	-	8	2	206	10	437	-	10	216	663

Table 7 continued

Employment	Instruction		Organized Research		Public Service		Academic and Institutional Support and Student Service		Total Instruction	Total Organized Research	Total Public Service	Total Academic and Institutional Support and Student Service	TOTAL
	P-T		P-T		P-T		F-T						
	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T					
CFCIL													
Executive, Administrative, Managerial													
Black	-	-	-	-	-	-	1	-	-	-	-	1	1
White	2	-	-	-	-	-	5	-	2	-	-	5	7
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Faculty													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	17	55	-	-	-	-	-	-	72	-	-	-	72
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Professional													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	2	-	-	-	-	-	3	-	2	-	-	3	5
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Nonprofessional													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	3	-	-	-	-	-	9	1	3	-	-	10	13
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	24	55	-	-	-	-	18	1	79	-	-	19	98
CHARLES													
Executive, Administrative, Managerial													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	7	-	-	-	-	-	6	-	7	-	-	6	13
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Faculty													
Black	1	3	-	-	-	-	-	-	4	-	-	-	4
White	30	54	-	-	-	-	-	-	84	-	-	-	84
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Professional													
Black	-	-	-	-	-	-	3	-	-	-	-	3	3
White	-	-	-	-	-	-	26	1	-	-	-	27	27
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Nonprofessional													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	11	-	-	-	-	11	11
Other	-	-	-	-	-	-	32	6	-	-	-	38	38
TOTAL	38	57	-	-	-	-	78	7	95	-	-	85	180

Table 7 continued

Employment	Instruction		Organized Research		Public Service		Academic and Institutional Support and Student Service		Total Instruction	Total Organized Research	Total Public Service	Total Academic and Institutional Support and Student Service	TOTAL
	F-T		P-T		F-T		P-T						
	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T					
CHESAPEAKE													
<u>Executive, Administrative, Managerial</u>													
Black	-	-	-	-	-	-	-	-	-	-	-	-	6
White	3	-	-	-	-	-	-	3	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Instructional Faculty</u>													
Black	-	2	-	-	-	-	-	-	2	-	-	-	2
White	22	31	-	-	-	-	-	-	53	-	-	1	54
Other	1	-	-	-	-	-	-	-	1	-	-	-	1
<u>Other Professional</u>													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	2	-	-	-	-	-	3	2	-	-	7	9
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Nonprofessional</u>													
Black	1	-	-	-	-	-	-	8	1	-	-	8	9
White	3	1	-	-	-	-	-	16	4	-	-	18	22
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	30	36	-	-	-	-	30	7	66	-	-	37	103
DUNDALK													
<u>Executive, Administrative, Managerial</u>													
Black	-	-	-	-	-	-	2	1	-	-	-	2	2
White	-	-	-	-	-	1	5	-	-	-	1	6	7
Other	-	-	-	-	-	-	1	-	-	-	-	1	1
<u>Instructional Faculty</u>													
Black	1	1	-	-	-	-	2	-	2	-	-	2	4
White	25	59	-	-	-	-	5	-	84	-	-	5	89
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Other Professional</u>													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Nonprofessional</u>													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	7	7	-	-	-	7	7
Other	-	-	-	-	-	-	19	-	-	-	-	26	26
TOTAL	26	60	-	-	-	1	41	8	86	-	1	49	136

Table 7 continued

Employment	Instruction		Organized Research		Public Service		Academic and Institutional Support and Student Service		Total Instruction	Total Organized Research	Total Public Service	Total Academic and Institutional Support and Student Service	TOTAL
	P-T		P-T		P-T		F-T						
	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T					
ESSEX													
Executive, Administrative, Managerial													
Black	1	-	-	-	-	-	-	-	1	-	-	-	1
White	4	-	-	-	-	-	12	-	4	-	1	12	17
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Faculty													
Black	2	4	-	-	-	-	-	-	6	-	-	-	6
White	156	164	-	-	-	-	-	-	320	-	-	-	320
Other	5	-	-	-	-	-	-	-	5	-	-	-	5
Other Professional													
Black	-	-	-	-	-	-	1	-	-	-	1	1	2
White	8	-	-	-	-	-	23	-	8	-	-	23	31
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Nonprofessional													
Black	-	-	-	-	-	-	8	-	-	-	-	8	8
White	68	-	-	-	-	-	123	7	68	-	4	130	202
Other	-	-	-	-	-	-	3	-	-	-	-	3	3
TOTAL	244	168	-	-	-	-	170	7	412	-	6	177	595
FREDERICK													
Executive, Administrative, Managerial													
Black	-	-	-	-	-	-	1	-	-	-	-	1	1
White	-	-	-	-	-	-	18	-	-	-	-	18	18
Other	-	-	-	-	-	-	1	-	-	-	-	1	1
Instructional Faculty													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	28	32	-	-	-	-	-	-	60	-	-	-	60
Other	1	1	-	-	-	-	-	-	2	-	-	-	2
Other Professional													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	4	-	-	-	-	4	4
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Nonprofessional													
Black	-	-	-	-	-	-	5	-	-	-	-	5	5
White	-	-	-	-	-	-	34	23	-	-	-	57	57
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	29	33	-	-	-	-	63	23	62	-	-	86	148



Table 7 continued

Employment	Instruction		Organized Research		Public Service		Academic and Institutional Support and Student Service		Total Instruction	Total Organized Research	Total Public Service	Total Academic and Institutional Support and Student Service	TOTAL
	F-T		P-T		F-T		P-T						
	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T					
GARRETT													
<u>Executive, Administrative, Managerial</u>													
Black	-	2	-	-	-	-	-	4	-	3	-	4	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Instructional Faculty</u>													
Black	-	5	-	-	-	-	-	-	5	-	-	-	5
White	9	17	-	-	-	-	-	-	26	-	-	-	26
Other	-	2	-	-	-	-	-	-	2	-	-	-	2
<u>Other Professional</u>													
Black	-	-	-	-	-	-	-	4	-	1	-	4	-
White	-	1	-	1	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Nonprofessional</u>													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	3	1	-	-	-	-	-	5	4	-	-	20	24
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	13	28	-	1	-	-	15	13	41	1	-	28	70
HAGERSTOWN													
<u>Executive, Administrative, Managerial</u>													
Black	-	-	-	-	-	-	-	-	-	-	-	15	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Instructional Faculty</u>													
Black	-	1	-	-	-	-	-	-	1	-	-	-	1
White	57	33	-	-	-	-	-	-	90	-	-	-	90
Other	1	-	-	-	-	-	-	-	1	-	-	-	1
<u>Other Professional</u>													
Black	-	-	-	-	-	-	-	-	-	-	-	9	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Nonprofessional</u>													
Black	-	-	-	-	-	-	-	-	-	-	-	55	-
White	-	-	-	-	-	-	-	54	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	58	34	-	-	-	-	78	1	92	-	-	79	171

Table 7 continued

Employment	Instruction		Organized Research		Public Service		Academic and Institutional Support and Student Service		Total Instruction	Total Organized Research	Total Public Service	Total Academic and Institutional Support and Student Service	TOTAL
	P-T		P-T		P-T		F-T P-T						
	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T					
HARFORD													
<u>Executive, Administrative, Managerial</u>													
Black	-	-	-	-	-	-	3	1	-	-	-	4	4
White	-	-	-	-	-	-	38	2	-	-	2	40	42
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Instructional Faculty</u>													
Black	3	1	-	-	-	-	-	-	4	-	-	-	4
White	67	82	-	-	-	-	11	-	149	-	-	11	160
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Other Professional</u>													
Black	-	-	-	-	-	-	1	-	-	-	-	1	1
White	-	-	-	-	-	-	2	3	-	-	-1	-5	-6
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Nonprofessional</u>													
Black	-	-	-	-	-	-	10	7	-	-	-	17	17
White	6	7	-	-	-	-	59	32	13	-	2	91	106
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	76	90	-	-	5	-	124	45	166	-	5	169	340
HOWARD													
<u>Executive, Administrative, Managerial</u>													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	3	-	-	-	-	-	11	-	3	-	-	11	14
Other	-	-	-	-	-	-	1	-	-	-	-	1	1
<u>Instructional Faculty</u>													
Black	1	-	-	-	-	-	-	-	1	-	-	-	1
White	28	41	-	-	-	-	-	-	69	-	-	-	69
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Other Professional</u>													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	8	1	-	-	-	9	9
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Nonprofessional</u>													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	10	1	-	-	-	11	11
Other	6	-	-	-	-	-	31	9	6	-	-	40	46
TOTAL	38	41	-	-	-	-	61	11	79	-	-	72	151

Table 7 continued

Employment	Instruction		Organized Research		Public Service		Academic and Institutional Support and Student Service		Total Instruction	Total Organized Research	Total Public Service	Total Academic and Institutional Support and Student Service	TOTAL
	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T					
MONTGOMERY													
Executive, Administrative, Managerial													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	1	-	34	-	-	1	34	35
Other	-	-	-	-	-	-	-	1	-	-	-	1	1
Instructional Faculty													
Black	6	6	-	-	-	-	-	3	12	-	-	3	15
White	328	247	-	-	-	-	-	47	575	-	-	47	622
Other	3	9	-	-	-	-	-	-	12	-	-	-	12
Other Professional													
Black	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	5	-	31	-	5	-	31	36
Other	-	-	-	-	-	-	-	1	-	-	-	1	1
Nonprofessional													
Black	3	-	-	-	-	2	-	58	3	-	2	58	63
White	44	-	-	-	-	9	-	350	44	-	9	350	403
Other	1	-	-	-	-	-	-	11	1	-	-	11	12
TOTAL	385	262	-	-	-	17	-	536	647	-	17	536	1,200
PRINCE GEORGE'S													
Executive, Administrative, Managerial													
Black	-	-	-	-	-	-	-	4	-	-	-	4	4
White	-	-	-	-	-	-	-	34	-	-	-	34	34
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Faculty													
Black	10	22	-	-	-	-	-	-	32	-	-	-	32
White	199	181	-	-	-	-	-	-	380	-	-	-	380
Other	8	9	-	-	-	-	-	-	17	-	-	-	17
Other Professional													
Black	-	-	-	-	-	-	-	1	-	-	-	1	1
White	-	-	-	-	-	-	-	12	-	-	-	12	12
Other	-	-	-	-	-	-	-	1	-	-	-	1	1
Nonprofessional													
Black	-	-	-	-	-	-	-	63	-	-	-	86	86
White	-	-	-	-	-	-	-	153	-	-	-	272	272
Other	-	-	-	-	-	-	-	1	-	-	-	3	3
TOTAL	217	212	-	-	-	-	-	269	429	-	-	413	842

The State Board for Community Colleges has recommended that its 1975 Master Plan update that the statement be changed to indicate: "Students in an articulated transfer program who are awarded an A.A. degree from a public community college shall be guaranteed admission with full junior standing in a public baccalaureate institution."

While the current MCHE policy has been an excellent first step, it is believed that the change suggested will assure that all students, regardless of race or sex, are guaranteed transfer, if they so desire, without substantial loss of credit.

The State Board and the community colleges stand ready to work with all baccalaureate-level institutions in the effort to continue the expansion of articulated college programs.

ATTACHMENT "A"

COMMUNITY COLLEGE SYSTEMWIDE GOALS,  
OBJECTIVES, AND IMPLEMENTATION STRATEGIES

The *Statewide Master Plan for Community Colleges in Maryland 1973-1983*, developed by the State Board for Community Colleges, included 53 recommendations which were intended to serve as an agenda for the development of policy and a springboard for specific action for both the community colleges and the State Board for Community Colleges. The major goal is an open door admissions policy where student accessibility to postsecondary education is unencumbered by financial, social, academic, or geographic restraints.

Within this chapter, five major goal areas supportive of the open door admissions policy are established by the State Board for Community Colleges. Further, the original 53 Master Plan recommendations have been translated into objectives and strategies which will assist the State Board and the colleges as they strive to reach their goals. Implementation strategies are established through which individual objectives within each major goal can be accomplished. In those cases where substantial progress has been made toward achievement of these objectives, detail of the progress is noted. Where possible, time frames which assist in the monitoring and evaluation of progress are established for each objective. Evaluation mechanisms, where applicable, for each objective are described in detail in Chapter V.

To utilize the goals-objectives-planning process, it is necessary to make the distinctions between the terms, goals, and objectives. Primarily these distinctions are related to dimensions of specificity, accountability, and time.

Concerning specificity, statements which are general and abstract in content should be regarded as goals. Statements associated with specific achievement and which lend themselves to more precise measurement should be regarded as objectives. The dimension of accountability ranges from evidence of movement toward the major purpose to evidence of accomplishment of specific desired outcomes. Statements which describe ultimate ends and accomplishments should be regarded as goals. Statements directed toward intermediate ends representing progress toward these goals should be regarded as objectives. The time dimension is essential in distinguishing goals and objectives. Statements describing accomplishments which are long-term should be regarded as goals. Statements describing accomplishments which are relatively short-term should be regarded as objectives.

This chapter utilizes the above distinctions between a goal statement and a statement of an objective.

GOAL I - TO PROVIDE EQUAL ACCESS TO COMMUNITY COLLEGES FOR ALL MARYLAND CITIZENS

The Educational Policies Commission of the National Education Association recommended that the national goal of universal opportunity for education be extended to include at least two years beyond high school. In the words of the Commission:

Unless opportunity for education beyond the high school can be made available to all, while at the same time increasing the effectiveness of the elementary and secondary schools, then the American promise of individual dignity and freedom cannot be extended to all . . . In the future, the important question needs to be not "who deserves to be admitted?" but "whom can society in conscience and self-interest exclude?"<sup>1</sup>

Objective A

Community college enrollment should reflect the same racial composition that exists within the community college service area.

Implementation Strategies

1. Community colleges should develop, implement, and publish affirmative action programs to assure equal educational and employment opportunities and submit them to appropriate State and federal agencies.
2. Community colleges should continue to emphasize developmental programs and services so that the open door will not become a revolving door for minority students.
3. Where appropriate, community colleges should develop programs designed to meet the special interests of minority students.
4. Community colleges should continue to inform the community of instructional programs and financial assistance available to students.
5. Community colleges should, where possible, provide means of transportation to service areas where large numbers of minority students reside.
6. Community colleges should make every effort to increase the percentage of minority faculty administrators and counselors at the colleges.

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<sup>1</sup> *Universal Opportunity for Education Beyond High School*, Educational Policies Commission, National Education Assn., Wash., D.C., 1958, p. 5.

### Progress Toward Objective A

- Ten community colleges have adopted formal programs on affirmative action insuring equal educational and employment opportunities.
- Community colleges systemwide moved from 9.9 percent total black enrollment in 1970 to 16.8 percent in the Fall of 1974 (an increase of 6.9 percentage points over the five-year period).
- From 1970 to 1974 six colleges exceeded the 1980 minority enrollment projections, four colleges are within 2 percentage points of this projection, and six have substantial progress to make.

### Time Frame

By 1977 all sixteen community colleges will adopt equal opportunity policies.

By 1978 Maryland community college minority enrollments systemwide will exceed the minority composition of the Statewide total minority population.

By 1980 each college will reflect the same racial composition that exists within its service area.

### Objective B

Maryland community colleges will continue to attract an increasingly diverse student population.

### Implementation Strategy

Community colleges should continue to expand services to meet the needs of part-time students, veterans, women, physically handicapped, and senior citizens.

### Progress Toward Objective B

- The most recent State Board for Community Colleges' survey indicated that community college students ranged in age from 16 to over 60; 33 percent were married; 14 percent were veterans; 42 percent were employed full-time; and 9 percent had originally begun their education in a four-year college.
- Part-time student enrollment increased from 49 percent of the total community college enrollment in 1970 to 63 percent in 1974.

- In 1970 women accounted for 38 percent of the total community college enrollment, while in 1974 women constituted 49.5 percent of community college students, closely approximating the State's overall population of 51 percent women.
- As a result of legislation enacted by the 1974 General Assembly, in 1975 over 700 senior citizens took advantage of tuition-free courses.
- Community colleges are enrolling an increasingly larger percentage of individuals who have been out of high school for three or more years.
- Community colleges are offering developmental programs to improve English and mathematics skills for those students requiring such services.
- Examples of programs and services offered by the community colleges which provide for the needs of a diverse student population include off-campus programs; programs designed for veterans, women, senior citizens, and other citizens, including the mentally and physically handicapped, day care centers for children of students and faculty; and community cultural programs.



BOWIE STATE COLLEGE

COPPIN STATE COLLEGE

FROSTBURG STATE COLLEGE

MORGAN STATE COLLEGE

SALISBURY STATE COLLEGE

ST. MARY'S COLLEGE OF MARYLAND

TOWSON STATE COLLEGE

UNIVERSITY OF BALTIMORE



## First Mid-Year Desegregation Status Report

Bowie State College

1975

Provide a brief description of Bowie, including educational mission and factors which make it unique from other public institutions in the state.

### Student Composition

Provide a narrative profile of the student body (undergraduate and graduate), including racial composition of students who entered Bowie for the first time last fall.

Discuss other race recruitment efforts as outlined in the desegregation plan, including efforts to improve transportation and housing problems at Bowie.

Discuss retention programs, including efforts to encourage other race student participation in campus activities, orientation programs, academic study skills programs, sensitivity sessions for students, and faculty/student discussions.

### Financial Aid

Discuss financial aids available for minority students, the sources of financial aid funds and the adequacy of these funds to meet the needs of students.

Discuss efforts to find new sources of financial aid funds.

Discuss financial aid needs to meet the projected 1980 enrollment goals, with particular attention to Other Race Grants.

### Employment Composition

Provide a narrative profile of faculty, administrative and classified staff according to racial composition.

Discuss recruitment efforts to break the concentration of one-race membership in selected departments.

Discuss the status of training programs for faculty and classified staff.

### Administrative Coordination

Discuss the status and activities of the Multi-Racial Coordinating Committee.

Discuss efforts to encourage other race involvement in governance processes of Bowie.

Bowie State College (Cont.)

Program Cooperation

Discuss cooperative program efforts with other institutions, with particular attention to objectives in the desegregation plan.

Bowie State College  
Bowie, Maryland  
Mid-Year Desegregation Status Report

1975

College Goals

Bowie State College is a Liberal Arts College by the mandate of the State of Maryland. College goals articulate the commitment of the College to serve students with a wide range of backgrounds, ages, life-styles, aptitudes and achievement levels by providing a multi-faceted curriculum and curriculum delivery system which meet diverse educational needs and produce high quality graduates, technically competent and attitudinally oriented toward cross-cultural and cross-national pluralism. Bowie's goals, implemented through an essentially open admissions policy and a multiplex of instructional programs, has selective appeal to the potential college student. Many traditionally prepared, college-seeking high school students, black and white, are not excited by the egalitarian implications of an open admissions policy nor do they feel the need for the many instructional programs which serve individual educational requirements. However, those students, black and white, who are attracted by the College emphasis on cultural diversity and strong educational programs, have found at Bowie an exceptional opportunity.

Bowie offers an equal educational opportunity in the most complete and expansive interpretation of the concept. It does not discriminate against race, religion, nationality, sex or age; employment or marital status; previous deprivations in educational preparation or individual cultural preferences. Needs of older housewives and workers are considered with the same weight as the young, full-time, day undergraduate. Many ways have been found to

accommodate individual requirements for diverse pacing and scheduling. Plans are in progress for an expansion of this individualized programming concept.

### Social Setting

Founded in 1865 as a Normal School for blacks by the Baltimore Association for the Moral and Educational Improvement of Colored People, Bowie State College has undergone several relocations and reorganizations. Located in a rural environment, during most of its history Bowie State College has been a residential campus for blacks coming from rural areas. During the fifties metropolitan population growth, industrial expansion and the construction of a nearby Levitt housing development gradually urbanized Bowie's environment. Not open to blacks until the public accommodations laws impacted upon the area, the surrounding residential area remained almost entirely occupied by whites while the College continued in its tradition of serving blacks as part of the dual system of higher education in the State.

In recent years some interracial rapprochement has occurred. All housing in the now suburban City of Bowie is open to black residents and the college has become an integrated institution.

### Student Composition

Approximately two-thirds of the 3323 student enrollment is undergraduate and one-third graduate.\* Of the 2159 undergraduates 1455 (67.4%) are black; 704 (32.6%) are non-black. Of the 1164 graduate students 473 (40.6%) are black; 691 (59.4%) are non-black.

Integration of the full-time day undergraduate student has proceeded more slowly than other segments of the student body. 74.3% of the full-time undergraduates are black; 25.7% are non-black.

\*Fall, 1974 data are reported.

Contributing factors are the relative isolation of the College, its relative inaccessibility due to lack of public transportation and poor roads, the rural and residential traditions of Bowie and the image of the College as an underdeveloped institution. These characteristics are not appealing to many traditional day students who plan to attend college full-time.

On the other hand, less influenced by image and amenities, more interested in the strong educational programs and the multi-national, multi-cultural composition of Bowie faculty and students, the non-traditional student, black and white, finds at Bowie relevant curriculum, conveniently scheduled, as well as a faculty responsive to diverse educational needs. Thus, while Bowie has had some difficulty in attracting the young, white traditional college-going youth, it has had wide appeal among such white groups as working youth, older people and professionals seeking practical training for employment and advanced education. As a result 56% of the part-time undergraduates are white and 59% of the graduate students are white.

A significant development indicates how Bowie plans to capitalize on its own distinctive educational approach in order to serve people of all races. A relatively young but successful venture, Bowie's Graduate Division has established an excellent reputation in the area as a high quality educational service to the profession of education. Its next point of expansion will be the establishment of the Adler-Dreikurs Institute of Human Relations, an educational and community service resource applying the principles of Adlerian or Individual Psychology. The enthusiastic response of the American Society of Adlerian Psychology to the announcement of this new program gave clear indication that this Institute will draw participation nationally and as a result will enhance its appeal locally to persons of all races.

### Recruiting of White Students

While making plans to expand its scope of service, the College has taken several steps to increase the number and proportion of white students enrolling in the undergraduate day program. In the Fall of 1974 a new Integration Coordinator was employed. In keeping with the integration objectives of the College, neither the Integration Coordinator (white), Director of Admissions (black) nor other recruitment staff concentrate exclusively on black or white, urban or suburban, freshman or transfer recruitment--although each has certain predominant responsibilities. The entire staff is aware of the mandate to increase the white student population proportionately and is taking steps to accomplish this end.

Specific activities undertaken to reach white youth are high school visitation by the Integration Coordinator with emphasis on suburban metropolitan areas; a statewide mailing to "other-race" students using the Student Search Service of the College Entrance Examination Board; a concerted effort to reach "other race" transfer students; monthly advertising in area and community college newspapers; the mounting of interracial faculty and staff recruitment teams; high school visitation on campus.

Realizing that successful recruitment is directly related to the attitudes of enrolled students toward the College, several activities have been undertaken to assure that the College is making an adequate response to changes in student perspectives and needs. An Enrollment Study Task Force, with student participation, has made a thorough study of the student climate and has recommended several courses of action to improve college student climate.

Additionally, a small space in the basement of Tubman Hall has been set aside and decorated as a lounge area for commuters. While totally inadequate for over 2700 commuters, this lounge does indicate



that the College recognizes commuters' special needs. The College, however, is also fully aware that this make-shift arrangement is no substitute for the kind of student center generally found on campuses throughout the State.

#### Faculty and Staff

The strength of every institution of higher learning resides in its faculty. Well integrated, Bowie's 140 full-time faculty is now 34.3% white and 5.0% other non-black races. Of the 54 part-time faculty 40.7% are white and 7.4% are other non-black races. Recruitment of faculty thoughtfully attempts to improve racial balance within departments.

Perhaps more indicative of real integration, elected and appointed office-holders demonstrate well-integrated leadership. Of the fifteen undergraduate department heads almost one-half are non-black. One half of the eight members of the Graduate Advisory Council are non-black. Over one-third of the fifteen members of the Faculty Senate are non-black.

Racial composition of administrators and other staff reflects a progress in integration. 21.2% of the 41 administrators are non-black; 24.9% of the 261 classified employees are non-black. Essentially, recruitment for the classified service is from a State list of eligibles. However, because of its geographical location and the lack of public transportation, it is necessary for the College to use the news media frequently. Recently, Bowie has begun to recruit from the local community college and increase contacts with the immediate area. This practice will develop the college-community interest that is essential for the development of a thriving institution. In addition, since Bowie is historically a black institution, this approach will help the College obtain an

equitable racial balance in the work force.

### Enhancement Needs

Two factors have a serious deleterious effect on the image of the College: the status of its physical plant and attitudes of other State institutions of higher education.

Although the State has supported Bowie's ten-year capital improvement plan, the College experienced a major set-back in its schedule this year when its primary capital item scheduled for FY 1976 funding was denied. Recognizing the College's dire need for a Student Development Center, the Board of Trustees for the State Colleges approved funds for the construction of this facility. However, this item was eliminated from the Executive Budget twice, first before submission to the Legislature and then by veto of an appropriation of a 2.1 million State contribution.

Perhaps more significant are patronizing attitudes of other Maryland institutions which result in a denial of educational opportunity to Bowie students in advanced education and professional schools. In spite of the fact that Bowie faculty and administrators have devoted considerable time and effort to this concern, little progress has been made in establishing interinstitutional arrangements within the State which will expand opportunities for blacks. Beyond this, white graduates from Bowie find little encouragement from other institutions to pursue professional education and on occasion are subjected to clear-cut discrimination.

## First Mid-Year Desegregation Status Report

Coppin State College

1975

Provide a brief description of Coppin, including educational mission and factors which make it unique from other public institutions in the state.

### Student Composition

Provide a narrative profile of the student body (undergraduate and graduate), including racial composition of students who entered Coppin for the first time last fall.

Discuss other-race recruitment efforts as outlined in the desegregation plan.

Discuss retention programs, including, if possible, available data on minority and non-minority retention rates.

### Financial Aid

Discuss financial aids available for minority students, the sources of financial aid funds, and the adequacy of these funds to meet the needs of students.

Discuss efforts to find new sources of financial aid funds.

Discuss financial aid needs to meet the projected 1980 enrollment goals, with particular attention to Other Race Grants.

### Employment Composition

Provide a narrative profile of faculty, administrative and classified staff according to racial composition.

### Administrative Coordination

Discuss the status of the Multi-Racial Coordinating Committee.

### Program Cooperation

Discuss cooperative program efforts with other institutions, with particular attention to objectives in the desegregation plan.

## First Mid-Year Desegregation Status Report

### COPPIN STATE COLLEGE

1975

Coppin State College is a school of its community. Its mission derives from its location within and dedication to the inner city. It deals with the academic disadvantages which have often debilitated the self-improvement efforts of people within the inner city and offers the opportunity for strengthening basic skills which are crucial to progress. But we strive for more than. We are reaching for the kind of objective excellence in education which matures a student and profoundly assists him as he seeks his place in a competitive and changing world.

#### STUDENT COMPOSITION

Coppin State has 2,574 students in total, 521 are enrolled in the Graduate School and 2,033 in the Undergraduate. Two hundred twenty-six students enrolled at Coppin September, 1974 and of that number one hundred sixty-one were black and sixty-five were those students termed "other-race" (forty-one white, two American Indian and twenty-two foreign students).

Recruitment of "other-race" students include frequent visits to local high schools and community colleges and also to neighboring counties. Focus on both the traditional and non-traditional potential student is employed as we seek an entering population diverse in age, ethnicity, economic background and career orientation. In addition, we sponsor several events in the course of the year to draw students onto campus so that they can talk to our students and learn about Coppin State "first hand". Among these activities are a wrestling tournament, a chess tournament and several luncheon visitations where students are shown a short film, served lunch and provided an opportunity to talk about themselves and what they hope to do with their lives.

Retention efforts on behalf of "other-race" students emerge from the Minority Relations Office. The services provided here are extensive; coffee hours, workshops designed to heighten understanding and stimulate growth, personal and career counseling, a newsletter to keep relevant communication open and a supportive and validating atmosphere seeking to help make the many adjustments required for dealing with minority status as intelligent and comfortable as possible. The rate of attrition is higher than we would like but we are not discouraged. This year saw the creation of the most ambitious and comprehensive retention program we have devised and even at this early date the projected list of minority "returnees" is quite encouraging.

#### FINANCIAL AID

Minority students at Coppin State may apply for all existing types of financial assistance at the institution. Awards are based on eligibility (CSS need analysis), acceptance for admission by the College, and availability of funds. The various Federal programs are the standard fund sources available on most campuses. The present "other-race" student population at Coppin constitutes 13% of the total student enrollment. The 1980 projections forecast an "other-race" enrollment of 22%. It would seem reasonable to suggest that the "Other Race" Grant allocation for this period should, at least, reflect the minimum cost of attending Coppin State.

The office of Financial Aid makes widespread inquiries and attends many relevant conferences each year in an attempt to obtain as many financial resources as possible. In conjunction with this the Office of Minority Relations has created a Brotherhood Scholarship Program which attempts to aid the education efforts of "teams" of potential students (one white, one black) who have demonstrated qualities that predict them to be good citizens of Baltimore. Funds come from various civic, religious and parent/teacher organizations within Baltimore City.

### EMPLOYMENT

Coppin State College is an inner city public institution which is predominantly Black. At present Caucasians represent 31% of the faculty, 9% of the administration and 9% of the classified staff. Employees listed under the racial status of "other" comprise 8%, 5% and 2% of these categories respectively.

### ADMINISTRATIVE COORDINATION

The Multi-Racial Coordinating Committee is comprised of representation from the faculty, administration, classified employees, and students. Responsible for the coordination of all programs and policies related to the recruitment and retention of "other-race" students at Coppin as outlined in the Desegregation Plan, it is also instrumental in helping to develop and implement the Affirmative Action Plan for this College.

### PROGRAM COOPERATION

The Cooperative Education Program has as its goals providing intercultural, interracial, and interethnic experiences to students in the higher education system of the State of Maryland. It has been most successful in attracting students to Coppin who are interested in programs such as Special Education which are unique to the College and, correspondingly, our students have been able to benefit from the diverse offerings available within participating State institutions.

A System is difficult to dissect. We submit here a whole far greater than the sum of its parts. We have created a program which is organic, alive, responsive and most importantly, working.

## First Mid-Year Desegregation Status Report

Frostburg State College

1975

Provide a brief description of Frostburg, including education mission and factors which make it unique from other public institutions in the state.

### Student Composition

Provide a narrative profile of the student body (undergraduate and graduate) including racial composition of students who entered Frostburg for the first time last fall.

Discuss other-race recruitment efforts as outlined in the desegregation plan.

Discuss retention programs as outlined in the desegregation plan; include data available on minority and non-minority retention rates.

### Financial Aid

Discuss financial aids available for minority students, the sources of financial aid funds, and the adequacy of these funds to meet the needs of students.

Discuss efforts to find new sources of financial aid funds.

Discuss financial aid needs to meet the projected 1980 enrollment goals, with particular attention to Other Race Grants.

### Employment Composition

Provide a narrative profile of faculty, administrative and classified staff according to racial composition.

Discuss recruitment efforts for minority faculty and administrative staff as outlined in the desegregation plan.

### Administrative Coordination

Discuss the status of the Multi-Racial Coordinating Committee.

### Program Cooperation

Discuss cooperative program efforts with other institutions, with particular attention to objectives in the desegregation plan.

Frostburg State College  
Summary Report  
on  
First Mid-Year Desegregation Status Report  
1975

Introduction

Frostburg State College is unique among the Maryland state colleges in that it is the most remote (150 miles west of Baltimore and Washington and the only four-year institution within a radius of 70 miles of Frostburg) and the most residential (with nearly 60 percent of its students living in residence halls). Its students consist largely of Maryland residents whose homes are located in the metropolitan area. The College maintains a strong commitment to offer quality educational programs in the arts and sciences and in certain professional or pre-professional fields at reasonable cost to students.

Student Composition

Frostburg's total undergraduate student body continues to be diversified, consisting of a majority of students from the Baltimore/Washington metropolitan area. Of 2756 full-time undergraduate students enrolled in Fall, 1974, 141 were black students, five were Oriental/Asian and three Spanish-surnamed Americans. The Graduate division enrolled 618 students during the first semester and 690 during the second semester, nearly all part-time. The Management Program continues to enroll the largest number of minorities in the Graduate division: eighteen black and five Oriental/Asian during Fall, 1974.

Intensive minority recruitment efforts have continued. The Minority Admissions Counselor has concentrated his recruiting efforts in the metropolitan Baltimore and Washington, D.C. areas, but not to the exclusion of other Maryland areas. A little more than half of the minority enrollment for Academic Year 1974-75 consisted of students from metropolitan Baltimore; the remainder were from other points in Maryland and out-of-state.

During the first two or three years after intensive integration efforts had been launched, the College had sufficient funds to transport by bus groups of minority high school students from Baltimore to the campus for one-day visits. This type of recruiting effort proved to be a very positive measure, but a lack of funds has not allowed this effort to continue. However, minority students at Frostburg have invited friends to the campus at various times during the year and provided them an introduction to the campus. The Black Student Alliance annually invites students who have applied, and have been offered acceptance, to the campus for a weekend in the spring. Generally, some prospective students decide to matriculate at Frostburg after that visit.

During the past academic year, Frostburg's Student Special Services Project cooperated with the Upward Bound Project of the Community College of Baltimore in bringing a group of project students to the campus for a one-day visit and introduction to Frostburg. The Minority Admissions Counselor worked with this activity as well as with the Allegany County Human Resources Development Commission in a similar activity in which all black high school students in the County were brought on campus for a visit.



The Minority Admissions Counselor had the assistance of two black Frostburg students at the College Career Day activities at the Baltimore Civic Center this spring. Other black students have returned to their high schools during college vacation periods and talked to groups of students about opportunities at Frostburg.

A black-student recruitment brochure was developed by the Minority Affairs staff and black students and was used in recruiting efforts during the 1974-75 academic year. One advertisement was run in an education supplement of the Afro-American Newspapers. The Admissions staff continues to use slides and other visual aids in recruiting.

Minority-student retention has remained fairly stable during the 1974-75 Academic Year. At this point, the percentage of attrition of undergraduate minority students for 1974-75 is 14 percent, about the same as 1973-74 but down 10 percent from 1972-73. The total number of academic dismissals is about equal to the total number of withdrawals. Compared to the non-minority group, the percentage of minority student attrition was about the same during the past academic year.

The Special Instructional Programs, Student Special Services Project and the competency-based Freshman English 101 course have been major factors in maintaining low attrition rates for minority students. The Office of Minority Affairs has continued to academically advise incoming freshmen and some continuing students who are experiencing serious academic difficulties.

A special session for minority student incoming freshmen was conducted during the 1974 Summer Planning Conference, which is a three-day orientation period for all incoming freshmen. The Minority Affairs Office conducted the session during which informal counseling concerning the realities of being a minority student on a predominantly white campus was provided.

A first-semester formal orientation program, the Positive Enhancement Program (PEP) for minority students was implemented in the fall of 1974. The Minority Affairs staff planned and conducted the sessions and various College staff members cooperated by acting as resource persons in some of the sessions.

The Director of Student Special Services and Special Instructional Programs submitted an Upward Bound proposal to DHEW during the past academic year in an attempt to expand the College's compensatory education efforts. The proposal was evaluated as an excellent one, but the College was informed that no new grants are being made at the present time. However, Frostburg's Student Special Services Project was granted an additional staff member, a counselor, for Academic Year 1975-76, which will expand the Project's services.

#### Financial Aid

Although various sources of financial aid have been tapped by minority students, sufficient funds have not been available to meet their needs. In Academic Year 1974-75, minority students were awarded funds from BEOG (\$39,137), SEOG (\$25,400), NDL (\$25,800), and ORG (\$88,550). Approximately \$11,000 more in funds were needed to supplement other available financial aid funds in order to more adequately meet student needs. Several students were unable to matriculate and several students withdrew because of financial difficulties. A number of students made it through the year with funding which was below their actual need. During the first semester, students earned a total of \$7,668 in the CWS Program. Approximately 106 students received some form of financial aid.

Other sources of financial assistance have been secured by the College through various means. One student received a substantial scholarship from Allegany Ballistics Laboratory of Hercules, Inc. which included summer employment. ABL is seeking promising chemistry or mathematics majors for future scholarships.

One foreign black student has benefited from the efforts of a faculty member who for two years has solicited funds from various individuals and groups for the student's college expenses. This student, as well as one other, has also received funds from the Frostburg State College Foundation, Inc., which continues to explore and develop new sources of student financial aids.

In order to meet the financial aid needs of Frostburg's projected 1980 minority student enrollment (248), it is estimated that an average of \$1,500 per student will be needed. This figure allows for projected increases in college expenses. Presently, ORG funds provide approximately 50 percent of financial aid.

#### Employment Compositions

Of Frostburg's 1974-75 faculty of 171, male faculty consisted of 126 white and "other" males, one black male, one Spanish-American male and three Asian-American males. Female faculty consisted of 38 white and "other" females, one black female and one Asian-American. Of 44 administrators, male employees consisted of 30 white and "other" males, two black males and one Asian-American male; female administrators consisted of eight white and "other" females and two black females. A total of 15 professional librarians included three white and "other" males and 12 white and "other" females. The professional non-instructional category totaled eight and included one white male, six white females and one black female.

Of 121 office clerical and secretarial staff, 15 white and "other" males and 106 white and "other" females were employed. Sixteen technical and para-professional employees consisted of 14 white and "other" males and two white and "other" females; 152 maintenance and service workers consisted of 96 white and "other" males, one black male and 55 white and "other" females.

Intensive recruiting efforts resulted in a total of eight "other-race" undergraduate faculty candidates being brought on campus for interviews for Academic Year 1974-75. Three of these candidates were offered positions and two accepted--a black male and an Oriental female, both in the sociology department. In addition, of two black candidates interviewed for a position in the Student Special Services Project, one was offered the position but did not accept. A black female was hired as Personnel Services Specialist. A black male accepted a replacement position as Academic Counselor (Assistant Director, Office of Minority Affairs). Overall, there were twelve minority candidates, seven were offered positions and four accepted.

There is one black male maintenance employee at Frostburg. Through the CETA Program, one additional classified black male is presently employed at the College.

Faculty recruitment for 1975-76 positions are being augmented by the implementation of the College's Affirmative Action Plan, which will be defined more completely in the broader report. For the most part, faculty recruiting has begun rather late this year, since a number of replacement and temporary vacancies have just recently developed; the College has no new positions for the next academic year. One 1975-76 administrative vacancy has already been filled by a black female.

Frostburg has not yet been able to expand its recruiting efforts to the extent outlined in the desegregation plan. Travel funds have not been sufficient to allow

staff members to travel to other colleges and universities to recruit for current vacancies and establish lines of communications for future recruiting. Some efforts have been made, however, through written and telephone communications and through contacts at various conferences. Position announcements have been advertised in minority-oriented newspapers and registers.

#### Program Cooperation

Frostburg will continue to work on the formulation of plans for a faculty exchange program with other Maryland State Colleges, primarily through efforts of the Multi-Racial Coordinating Committee and the Vice-President and Dean of the College. In the past, the College has had several students who have participated in the Cooperative Education Program but none during Academic Year 1974-75. Frostburg's dual-degree program in liberal arts and engineering has been established as a cooperative effort with the University of Maryland. Cooperative efforts with the professional schools of the University of Maryland have continued; three minority 1974 Frostburg graduates were enrolled in Maryland's School of Law in 1974-75.

During 1975-76 the College will intensify its efforts to draw upon resources in the black communities of Baltimore and the District of Columbia for lecturers and performers as well as national resources. There is a definite need for minority students as well as non-minority students and staff at Frostburg to have constant exposure to this kind of programming. Adequate funds for such efforts are essential.

#### Administrative Coordination

The Multi-Racial Coordinating Committee (Committee on Minority Affairs) has been in operation for almost two academic years. The Committee is chaired by the Office of Minority Affairs director (Integration Coordinator), who reports directly to the President. The eighteen-member Committee consists of faculty, student and administrative staff representatives and has formed four subcommittees concerned with student recruitment and admissions, academic concerns, social and environmental concerns, and affirmative action. The Committee is making in-depth studies of the entire Frostburg desegregation process and is reporting its findings and recommendations to the President.

## First Mid-Year Desegregation Status Report

Morgan State College

1975

Provide a brief description of Morgan, including educational mission and factors which make it unique from other public institutions in the state.

### Student Composition

Provide a narrative profile of the student body (undergraduate and graduate), including racial composition of students who entered Morgan for the first time last fall.

Discuss other race recruitment efforts as outlined in the desegregation plan.

Discuss retention programs, including, if possible, available data on minority and non-minority retention rates.

### Financial Aid

Discuss financial aids available for students, the sources of financial aid funds, and the adequacy of these funds to meet the needs of students.

Discuss efforts to find new sources of financial aid funds.

Discuss financial aid needs to meet the projected 1980 enrollment goals, with particular attention to Other Race Grants.

### Employment Composition

Provide a narrative profile of faculty, administrative and classified staff according to racial composition.

Discuss progress on objectives in the desegregation plan related to recruitment, hiring, and promotion of other race employees.

### Administrative Coordination

Discuss the status and activities of the Multi-Racial Coordinating Committee.

### Program Cooperation

Discuss cooperative program efforts with other institutions, with particular attention to objectives in the desegregation plan.

First Mid-Year Desegregation Status Report  
(Summary)  
Morgan State College

Morgan State College came into existence more than 107 years ago to provide educational opportunities to former slaves and other Blacks. Leadership in the education of Blacks with an emphasis on the liberal arts was its essential mission. Morgan's present mission is to provide the same strong leadership in higher education for all students, and particularly Black students, who wish to receive the kind of realistic, quality education they can receive only in a predominately Black setting. As President Billingsley recently stated:

"The essential business of the college is threefold, the dissemination of knowledge, the generation of new knowledge, and the application of knowledge to understanding and alleviating the problems of human existence, especially as<sup>1</sup> they infest urban areas of this city, state, and nation."

Morgan again reaffirms its commitment to excellence in higher education for all students. This institution has long valued the principle of cultural pluralism as relevant to the educational experience. Nonetheless, Morgan will not ignore its responsibility to being an outspoken advocate for the validity and necessity of the predominately Black college.

The unique characteristics of Morgan can be seen in its innovative approach to higher education in the state. Academic specialization in the areas of Community Mental Health, Home Economics, Science Education, Secretarial Science and Urban Studies set Morgan apart from other institutions. Moreover, Morgan's commitment to liberal arts education has been essentially unique among the state colleges. Those factors have undoubtedly assisted Morgan in its efforts to attract a more diverse student population.

## I. Student Composition

### A. Profile of Student Body

Enrollment data were supplied to the College by slightly better than fifty percent of the students enrolled. Considering their responses as an acceptable sampling of the entire institution, it is fair to say that the two sexes were fairly evenly balanced, with females at fifty-one, and males at forty-nine, percents. Race-wise, Black females comprised about forty-seven percent and Black males, about forty percent. "Other students" totaled about eleven percent, with females at three, and males at eight, percents. In general,

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<sup>1</sup> Andrew Billingsley, "Strides Toward Excellence" Remarks made on being elected President of Morgan State College ..., April 17, 1975.

unclassified and graduate students tend to have had higher proportions of enrollments of men than of women and much higher percentages of Whites and other races than were true of undergraduates. Ninety-one percent of the undergraduates were Black, while only nine percent were assignable to White and other races. Contrarily, fifty-seven percent and thirty-three percent of the graduate enrollments were composed of Blacks and Whites, respectively. Part-time, as opposed to full-time, enrollments tend to have reflected much higher proportions of Whites, and much lower proportions of women, than were true of the institution in general.

#### B. Other-Race Recruitment Efforts

The Admissions Office is responsible for the recruitment of other-race students as outlined in the desegregation plan. In January, 1975 the Admissions Office hired a White admissions counselor who was given major responsibility for other-race recruitment. Faculty members have participated in recruitment activities during this year. Some of these persons were other-race, also.

Admissions counselors made at least one visit to each public school in the state. Publications were revised in order to reflect activities of other-race students already in attendance at Morgan. Groups of high school students were invited to the campus for lunch and a guided tour. Some of the groups included White students. A transfer day was held on campus with invitations going to all transfer students from Community Colleges in the state and their counselors. The Admissions staff participated in the National College Fairs in this area as well as College Career activities sponsored by the local schools.

Admissions obtained, at considerable cost, from the CEEB Student Search Service the names of 4,500 White students in Maryland who had taken the SAT test. All were sent letters inviting them to apply for admission to Morgan. A review of Morgan admissions policies determined that there exist no discriminatory policies.

#### C. Retention Programs

No separate or special retention programs for other-race students exist at Morgan. Such unique retention programs have been proposed but never funded by the state. All students at Morgan receive counseling and academic support services through the College Counseling Center on a non-discriminatory basis.

### II. Financial Aid

#### A. Financial Aid Available, Sources and Adequacy

Financial Aid is available through a series of programs that include loans, grants, work, scholarships, and grants-in-aid. The source of funding is primarily at the Federal level, but is augmented by public monies from Maryland, other states, institutional funds and private sources. See the attached sheet for a complete listing of programs and sources.

Generally speaking, financial assistance has been grossly inadequate, particularly as we deal with the institutionally-based Office of Education Programs. We have, however, done quite well with the Basic Educational Opportunity Grant Program. We expect that increased Basic Grant participation and the addition of

the Junior classification to the program as we enter the next school year, will materially improve our assistance posture. Financial assistance, however, will prove inadequate to meet the needs of our student body.

#### B. Efforts to Find New Sources

As we consider the numerous changes that will probably take place in Federal programs and funding levels, from the Federal viewpoint, the state governments be expected to do more; the state then represents one possible area of increased aid. The state of the economy will, however, greatly effect what the state can do. An increase in monies collected through our "Foundation" would provide an additional source if same materializes. Money in this category would come from companies, foundations, alumni, PTA organizations, churches, individuals, etc.

#### C. Projected 1980 Enrollment Goals and the ORGP.

Looking at the Other Race Grant Program, we must look forward to a substantial set of increases through 1980 if we are to hopefully reach the desired level of other-race students. The estimate of funding needed for the ORGP should be no less than \$500,000. A larger amount would actually be needed except for information recently made available by the Office of Education that effective FY 77, the 1 April 1973, eligibility date for Basic Grant participation would be lifted. This would make Basic Grants available to all classifications and eligibles, thereby making packaging of ORGP and BEOG funds possible for more other-race students. It is recognized that we are assuming that OE will follow through with the idea discussed above, but that Federal budgetary limitations can require the continued use of the 1 April 1973 eligibility date.

### III. Employment Composition

#### A. Narrative Profile of Faculty, Administrative and Classified Staff.

Whites comprised about sixteen percent of the entire employee forces of the college; Blacks, about eighty-one percent; and "Others," about three percent. Sex-wise, Black females represented thirty-seven percent and Black males, about forty-four percent, of the college workforce. White females were found at seven percent, with White males at nine percent. Differences were observed in certain subcategories of employment, as executive, instructional, office-clerical, crafts-trades, and service workers. While Whites comprised about fifteen percent of the executive-administrative force, Blacks made up about seventy-nine percent of that force; and other racial identities, about six percent. Males totaled about fifty-six percent of executive forces. Instructionally males comprised sixty-three percent of the total instructional force and females thirty-seven percent. Blacks made up seventy-six percent, Whites about eighteen percent and others five percent. Of the office-clerical forces, Blacks were about eighty percent and Whites twenty percent. Ninety-four percent were women and six percent, men. Sixty-nine percent of the technical and paraprofessionals were Black females; fifteen percent were White females, and only sixteen percent were males. In crafts and trades all were male: seventeen percent were White and eighty-three percent were Black. Service workers were seventy percent Black male and twenty-six Black female, with the remaining four percent White and male and "Other." In general, of the 723-member employee force at the College, most are racially and sexually distinguishable, although differently in those areas of employment which require academic or para-

professional or craft competencies. In those areas, the data show an overwhelming employment of Black females and males at an approximate rate of four Blacks to one White.

#### B. Progress on Employment Objectives

The institution is committed to the principles of non-discrimination in the recruitment, hiring and promotion of other-race employees. The college follows state procedures with respect to classified employees in this regard. With respect to faculty and non-classified employees, present college procedures are being reviewed to determine the means by which the objectives of the desegregation plan can be best achieved.

#### IV. Administrative Coordination

The Multi-Racial Coordinating Committee described in the desegregation plan will also assume affirmative action responsibilities at Morgan. The committee will be known as the Affirmative Action Committee.

The Affirmative Action Committee was appointed by the President during the Spring 1975. The Affirmative Committee is presently developing operating procedures electing a chairperson and formulating its institutional posture in terms of the responsibilities assigned to it under the Desegregation Plan and the Affirmative Action Plan.

#### V. Program Cooperation

Morgan State has cooperated with Bowie, Coppin, Towson, and UMBC during this year under the Cooperative Student Exchange Program (CEP). In the past two years, Morgan students have utilized Goucher, Loyola, Johns Hopkins and Towson. A Goucher student was enrolled at Morgan in the past three years. Two Johns Hopkins students were enrolled at Morgan in the past two years.

Morgan accepts all credit for course work done at public institutions in the state. Morgan encourages students to participate in student and faculty mobility programs and advertises same in college brochures. Morgan is in the process of developing cooperative programs with the University of Maryland to increase admissions to their professional schools.

The joint appointment of faculty is supported by the college, but has never materialized. The development of an Academic and Inter-Institutional Coordinating Committee has not yet materialized. The development of a pool of qualified minority graduates, interested in and having potential for joining faculties and staffs in the State Colleges, has never occurred in cooperation with the Maryland Council for Higher Education. Nonetheless, the information on Morgan graduates is widely disseminated and readily available from the institution.



OFFICE OF FINANCIAL AID  
MID-YEAR DESEGREGATION REPORT

Federal Programs:

National Direct Student Loans  
Supplementary Educational Grants  
College Work Study  
Law Enforcement Education  
Basic Educational Opportunity Grant  
Student Guaranteed Loan Program  
Veterans' Administration  
Social Security Educational Benefits  
U.S. Civil Services and U.S. Railroad Retirement Board Educational Benefits

State Scholarships and Grants:

Senatorial Scholarship  
House of Delegates Scholarship  
Maryland State General Scholarships  
State Student Incentive Program  
Vocational Rehabilitation

Institutional Scholarship, Grant-In-Aid and Work Programs:

Institutional Scholarships  
Student Campus Employment  
Teacher Training Grant  
Other Race Grants  
Athletic Board Incorporated, Grants-In-Aid

Non-Maryland State Public Scholarships:

Originate with various State and local governments to exclude state of Maryland.

Private Sources:

Foundations, companies, clubs, PTA organizations, churches, individuals, etc.

May, 1975

## First Mid-Year Desegregation Status Report

Salisbury State College

1975

Provide a brief profile of Salisbury, including educational mission and factors which make it unique from other public institutions in the state.

### Student Composition

Provide a narrative profile of the student body (undergraduate and graduate), including racial composition of students who entered Salisbury for the first time last fall.

Discuss other-race recruitment efforts as outlined in the desegregation plan.

Discuss retention programs as outlined in the desegregation plan; include any available data on minority and non-minority retention rates.

### Financial Aid

Discuss financial aids available for minority students, the sources of financial aid funds, and the adequacy of these funds to meet the needs of students.

Discuss efforts to find new sources of financial aid funds.

Discuss financial aid needs to meet the 1980 projected enrollment goals, with particular attention to Other Race Grants.

### Employment Composition

Provide a narrative profile of faculty, administrative and classified staff according to racial composition.

Discuss recruitment efforts for minority faculty and administrative staff as outlined in the desegregation plan.

### Administrative Coordination

Discuss the status of the Multi-Racial Coordinating Committee.

### Program Cooperation

Discuss cooperative program efforts with other institutions, with particular attention to objectives in the desegregation plan.

## First Midyear Desegregation Status Report

### Salisbury State College

1975

Salisbury State College is located in the center of the Delmarva Peninsula. The College is a multi-purpose liberal arts and teacher education institution and has experienced extraordinary growth during the past five years. Enrollment has increased by 133% and the number of teaching faculty has almost doubled. The College views its educational mission to be helping all who seek its services to experience some measure of success. The student body reflects a strong regional flavor with approximately 60% of the under-graduate students coming from the nine Eastern Shore counties. Fifty per cent of the total are from the four Lower Shore counties of Maryland.

#### Student Composition

In September 1974 the College enrolled 3205 individuals, including 219 minority students. Eighty-three black students and five other minority students were included in the freshman class enrollment of 767. Two hundred and four black students (6.4%) were included in the total enrollment of 3205 full and part-time students. Forty-four of the 527 part-time graduate students enrolled in September 1974 were black.

Other race recruitment efforts are consistent with those outlined in the Desegregation Plan. Retention programs for all students, including racial minorities, have been handicapped by inadequate funding of the institution. Financial aid sources available to the Salisbury State College student are limited to the federally funded student assistance programs and the state college funded other race grants. Both federal aid funds and other race funds were sorely inadequate this year to meet the needs of our students. We anticipate that our other race grant funding will double next year and this problem will be resolved.

#### Employment Composition During the 1974-75 Academic Year

Eleven (6.4%) of our 173 faculty and administrative staff were black. This included five administrative personnel and six faculty. Eighty-five (48.9%) of our remaining 174 clerical, technical and service staff, were representative of racial minorities. Overall 96 (27.7%) of our 346 employees are black compared to 25.7% non-whites in the regional civilian work force. Three of the six teaching faculty were new appointments to the staff for September 1974.

Recruitment efforts for minority faculty and administrative staff generally followed the plan outlined in the College Desegregation Report.

#### Administrative Coordination

The Multi-Racial Coordinating Committee has been expanded and re-designated as an Affirmative Action Coordinating Committee. The Committee has met only once during the past year to review the institutional progress. No grievances were submitted to the Committee for its attention.

#### Program Cooperation

The cooperative programs with the University of Maryland Eastern Shore identified in the institution's Desegregation Plan continue and there is some evidence that the cooperative relations are being strengthened. In addition, cooperative programs have been established with the Delaware Technical and Community College in Georgetown, Delaware and Old Dominion University in Norfolk, Virginia.

First Mid-Year Desegregation Status Report

St. Mary's College of Maryland

1975

Provide a brief description of St. Mary's, including educational mission and factors which make it unique from other institutions in the state.

Student Composition

Provide a narrative profile of the student body, including racial composition of students who entered St. Mary's for the first time last fall.

Discuss other race recruitment efforts as outlined in the desegregation plan.

Discuss retention efforts, including efforts to make the campus more attractive to minority students (e.g. cultural feasts, additional student services), and academic skills programs (e.g. preadmissions and tutorial programs). Provide any available data on minority and non-minority retention rates.

Financial Aid

Discuss financial aids available for minority students, the sources of financial aid funds, and the adequacy of these funds to meet the needs of students.

Discuss efforts to find new sources of financial aid funds.

Discuss financial aid needs to meet the projected 1980 enrollment goals, with particular attention to Other Race Grants.

Employment Composition

Provide a narrative profile of faculty, administrative and classified staff according to racial composition.

Discuss recruitment efforts for minority faculty, administrative and classified staff.

Administrative Coordination

Discuss the status, membership, and activities of the Equal Opportunities Committee.

## First Mid-Year Desegregation Status Report

1975

ST. MARY'S COLLEGE OF MARYLAND  
ST. MARY'S CITY, MARYLAND 20686

St. Mary's College of Maryland is the newest of Maryland's four-year public colleges. Its mission is to provide a distinctive choice within the public sector: a truly distinguished liberal arts education in a small, rural, primarily residential setting - a "village of learning." In addition to its nine flexible, basic majors (art, English, music, biology, mathematics, natural science, history, social science, and human development), the curriculum includes a secondary teacher certification program. Emphasis is placed on the mastery of knowledge in both breadth and depth, including interdisciplinary and intercultural programs, off-campus learning, independent studies, and learning contracts.

### STUDENT COMPOSITION

Profile: Fall 1974 enrollment was 1,111 -- 926 full-time and 185 part-time students divided almost equally between men and women. Approximately 70 percent of the full-time students resided on campus. The majority originated from the suburbs and medium sized towns of the State -- only 6.6 percent of the entering class came from homes in large cities, another 23 percent from small towns or farms; some 18.2 percent of the total full-time student group and virtually all part-timers lived in St. Mary's County. Of the total enrollment, 64 (5.8%) were classified as minority; they comprised 4.9% of the full-time and 10.3% of the part-time contingents. More than three-fourths of the minority students were black; the rest were Spanish-surname, Oriental, and (part) American Indian, in decreasing order of magnitude. (See Appendix A.) Sixteen of the 31 full-time black students were freshmen; an additional 18 were part-time.

Recruitment: St. Mary's College has affirmed its commitment to educate the "broadest spectrum of qualified students" and to give particular attention to those candidates who are representatives of minority groups. During the past year, the admissions staff carried out this special commitment to minority candidates by:

1. Intensive and frequent contact with counselors whose high schools have large minority enrollments;
2. Bus trips to the campus for minority students interested in St. Mary's College;
3. Liaison with programs specifically geared to the identification and encouragement of minority students with high academic ability including the Direct Search for Talent Program and Project O.P.E.N.;
4. Utilization of current minority students to attract, recruit, and assist new minority students and minority candidates become acquainted with the College; and
5. Encouragement and assistance of faculty members who recruited students in special skill areas such as music.

Retention: Minority students were rare at St. Mary's until 1972: retention in this rural area has been a serious problem during the past three years. Among the attempted solutions were: the appointment of a Black minority counselor, organization of a Black student center in the Student Union to serve as a focal point for activities, assignment of additional space in the Library for a Black (and other minorities) Cultural Center (reading materials, art exhibits, lectures), encouragement of two Black Festivals (the 1974 festival covered a week's activities); arrangement of trips to Washington and other areas to enjoy minority cultural events such as productions of the Black Repertory Company. A course in Black history is offered; all faculty are encouraged to include minority materials and emphasis in their courses. All three new major programs (human development, music, and natural science) approved and begun this year are expected to have substantial attraction for minority students. A tutorial center will begin in the fall of 1975 to help minority (and other) students with deficient skills. In the planning stage is a pre-college (summer and/or January) program to compensate for inadequate high school counseling and/or greater skill deficiencies. As our experience broadens, we hope to identify student characteristics which will predict a successful minority experience at St. Mary's. (See Appendix B for very rough data on retention rates.)

#### FINANCIAL AID

Current Situation: The monies now available for minorities at the College are: the College Work-Study Program (Federal); the Supplemental Educational Opportunity Grant (Federal); National Direct Student Loan (Federal); Basic Educational Opportunity Grant (Federal); College Grant money (private donations); Other Race Grant (State). This year (1974-75) the Other Race Grant (ORG) has enabled SMC to fund the minority students in full for most of their needs and to fund more minority students. The College relies heavily on the Federal Assistance Programs to fund all students, so the additional ORG money has lessened the minority student's unmet need.

The College received \$20,000 for the ORG for the 1974-75 academic year: all will be spent by June 30, 1975. The average need for the 25 minority students on financial aid for the 1974-75 academic year was \$1,856. The average amount of financial assistance package received was \$1,566. The average ORG portion of that package was \$780. The large unmet need reflected in the above figures is not an accurate representation of the situation because average need is determined on a yearly basis and average aid received is the average amount expended for each student during the period that he/she was actually enrolled in the College. (A student who had a need of \$2,200 for the year, and received half that amount during the first semester, but did not return for the second semester, would show an unmet need of \$1,100. Since the student did not return for the second semester, however, there was no unmet need for the time the student was actually enrolled.) The statistics for non-minority students also reflect this situation.

New Sources: A plan to obtain more private donations is currently being developed. Next year the College will have an increase in all of the Federal programs monies and the ORG has been increased to \$50,000. Considering the number of qualified applicants who are eligible for assistance (both minority and non-minority), however, the College will not meet everyone's need.

Needs by 1980: The 1974-75 minority enrollment was 64; projected enrollment for minority students in 1980 is 220. This year 39% of all enrolled minority students were on aid (25 of 64). There is no sure formula for determining the number of minority students who will attend SMC and be awarded financial aid in 1980. The

projected increase of new minority students from this year to 1980 is 25 students per year. The ORG increase for next year is \$30,000. At this rate the ORG will reach \$200,000 by 1980; Federal, State and College funds will increase also. But educational costs are rising every year also; it is only with continued increases in State and Federal dollars that SMC will be able to assist minority students in the future.

#### EMPLOYMENT COMPOSITION

Profile: Minority representation in the employment composition of St. Mary's College is lower this year than last. It was not possible to find equivalent minority replacements for the several\* faculty and administrative employees who decided to accept positions elsewhere or to undertake additional advanced study at the completion of their 1973-74 contracts. In September 1974, only one Black male (an instructor) remained on the full-time faculty of 61; there were no minority members among the 24 part-time faculty. One female Black administrator (the Assistant Director of Admissions/Integration Coordinator) of the 40 professional administrators was joined later in the year by a Black female Minority (Integration) Counselor. (The previous incumbent of the latter position was a Black male.) In each semester, one athletic coach was black: one was also the (part-time) Veterans Coordinator. Of the 86 full-time non-professional staff members in 1973-74, 26 (15 men and 11 women) or 30.2 percent were black; no other minority groups were represented. One male retired, 4 other men and 1 woman resigned, of the 1973-74 minority group.

Recruitment: 10 full-time faculty, 9 administrators, and 25 classified employees were recruited during or for 1975: one of the administrators and five of the classified employees were black.

Faculty positions, and some administrative openings were advertised nationally in such publications as the Chronicle, the New York Times, and professional journals; other administrators were also sought through attendance at relevant conventions (NASPA). In addition, direct approaches have been made to specific institutions or organizations: Howard University, some women's colleges, HERS. Additional efforts will be devoted to this method: a Black is being seriously considered for a senior faculty position through the Howard contact. Difficulties arise in attracting any single professional people to an area at a considerable distance from a large city or other higher educational institutions; families with school-age children query the adequacy of the public school system; all experience difficulty in finding suitable living accommodations at a reasonable price in a vacation area (during most of 1974-75 mortgage loans were also extremely limited). For minority applicants there is the further problem of contacting a social peer group in a widely scattered, rural community. The preference for a doctorate in faculty and an advanced degree in administrative appointments also narrows the field of choice. Finally, it has become increasingly difficult to identify minority applicants in a recruitment process conducted, in the main, by correspondence until interview visits are arranged for the top selections. (Of the more than 600 applicants for the position of Provost last fall, for example, only limited number of women applied: members of minority groups (less easily pin-pointed except by name, picture, or institution attended) numbered no more than a dozen. None were found in the 20 percent deemed fully qualified; however, only two white women were interviewed among the 21 candidates

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\* 1 Black male, 1 Black female, 2 Oriental males



who reached that stage in the process.) On the positive side, the faculty salary ranges and averages are relatively high in the AAUP category in which the College appears; the Master Plan includes provision for faculty/staff "forest houses" as a future campus development; local natural beauty in a country-plus-water-oriented environment appeals to many adults as well as to students.

Classified positions are generally more easily filled: recruitment is local, rather than national; selection lists are available as a result of application, review, and/or testing; criteria are met by a broader population although certain categories, such as secretaries, are in short supply. Of the 12 classified employees who terminated in 1974-75, only three were black and one of these was a retirement.

#### ADMINISTRATIVE COORDINATION

The Equal Opportunities Committee was reorganized at the beginning of the 1974-75 year: it is comprised of four women and five men of whom four are members of the faculty and five of the administration; 33.3 percent (two men and one woman) are Black. The Director of Institutional Research, a woman, also attends meetings as liaison for the President. The Committee's charge is to monitor the operation of the College's desegregation efforts in all the above areas, by reviewing current practices, identifying problems or less successful areas, and making recommendations for additions or modifications to improve implementation of the College's desegregation plan. All these steps have been taken this year.

APPENDIX A

Racial Composition of the Student Body  
of St. Mary's College, Fall 1974

	<u>Full-time</u>	<u>Part-time</u>	<u>Total</u>
Spanish Surname	8	0	8
Oriental	4	1	5
American Indian	2	0	2
Black	31	18	49
Caucasian	<u>881</u>	<u>166</u>	<u>1047</u>
TOTALS	926	185	1111

APPENDIX B

Retention

Retention data are available only for the full-time Black student population of St. Mary's College, which represented 69% of the full-time minority student population in Fall, 1974.

TABLE 1  
Full-Time Black Student Enrollment by Class (1972-1974)

	<u>Fall '72</u>	<u>Fall '73</u>	<u>Fall '74</u>
Freshman	15	9 (-40%)	16 (+78%)
Sophomore	10	9 (-10%)	6 (-33%)
Junior	7	5 (-29%)	6 (+20%)
Senior	<u>2</u>	<u>3 (+50%)</u>	<u>3 (0%)</u>
TOTALS	34	26 (-24%)	31 (+19%)

The numbers in parentheses after the figures in the Fall 1973 and Fall 1974 columns represent the percentage of change in the number of Black students in a particular class from the previous year.

For percentages of Black students who advanced to the next class (i.e., Freshman to Sophomore, etc.), the following data are provided:

1. Of the Black Freshmen in the Fall of 1972, 60% were Sophomores in the Fall 1973. Two-thirds (66.7%) of the Black Sophomores in the Fall 1973 became Juniors in the Fall of 1974. This represented 40% of the original Black Freshmen class of 1972.
2. Of the Fall '72 Black Sophomore class, 50% were Juniors in Fall '73. Sixty percent (60%) of the Juniors in the Fall of 1973 became Seniors in Fall '74. This was 30% of the Sophomore class of 1972.
3. Of the Black Junior students in the Fall of 1972, 42.8% were Seniors in the Fall of '73. Figures for Black student enrollment are not available for years prior to 1972 so class retention comparisons cannot be carried further.

To provide some basis of comparison, class data for St. Mary's College as a whole are displayed below for the past three (3) years:

TABLE 2  
Total Full-Time Student Enrollment  
at St. Mary's College by Class (1972-1974)

	<u>Fall '72</u>	<u>Fall '73</u>	<u>Fall '74</u>
Freshman	358	358 (0%)	377 (+5%)
Sophomore	239	214 (-10%)	241 (+13%)
Junior	221	211 (-5%)	181 (-14%)
Senior	<u>91</u>	<u>173 (+90%)</u>	<u>123 (-29%)</u>
TOTALS	909	956 (+5%)	926 (-3%)

The number in parentheses after the figures in the Fall '73 and Fall '74 columns represents the percentage of change in the total full-time student population in a particular class from the previous year.

For percentages of full-time students who advanced to the next class (i.e., Freshman to Sophomore, etc.), the following data are provided:

1. Of the full-time Freshmen in the Fall 1972, 59.8% were Sophomores in the Fall of '73. 84.6% of those who were Sophomores in the Fall of '73 became Juniors in the Fall of 1974. This was 50.6% of the class which entered in the Fall of 1971.
2. Of those students who were Sophomores in the Fall of 1972, 88.3% were Juniors in the Fall 1973. 58.3% of those Juniors became Seniors in the Fall of 1974. This was 51.5% of the total who were Sophomores in Fall '72.
3. Of the full-time students who were Juniors in the Fall of 1972, 78.3% were Seniors in the Fall of 1973.

Two cautions must be entered on the above data. First, the numbers of minority students are relatively small and second, the class sizes refer only to the numbers in each class. Students transfer into classes, fail to obtain enough credits to reach the next class, drop out for a semester or a year, etc. Alternatively, other students carry heavier loads, attend summer school or winter session, and graduate ahead of their class. Also, the total student enrollment figures include the Black student figures. For this reason, the class figures represent size and numbers rather than specific individuals' performance in a class.

## First Mid-Year Desegregation Status Report

Towson State College

1975

Provide a brief description of Towson, including educational mission and factors which make it unique from other public institutions in the state.

### Student Composition

Provide a narrative profile of the student body (undergraduate and graduate) including racial composition of students who entered Towson for the first time last fall.

Discuss other-race recruitment efforts, as outlined in the desegregation plan.

Discuss retention efforts, including efforts to make the campus more attractive to minority students (e.g. summer theatre programs, cultural festivals, etc.) the status of academic study skills programs, and the status of transitional programs. Provide any supportive data available on numbers of minority and non-minority students participating in these programs.

### Financial Aid

Discuss financial aids available for minority students, the sources of financial aid funds, and the adequacy of these funds to meet the needs of students.

Discuss efforts to find new sources of financial aid funds.

Discuss financial aid needs to meet the projected 1980 enrollment goals, with particular attention to Other Race Grants.

### Employment Composition

Provide a narrative profile of faculty, administrative and classified staff according to racial composition.

Discuss the status of additional personnel needed as indicated in the desegregation plan in terms of (1) funds requested for these positions, (2) funds appropriated, and (3) institutional adjustments made to meet the objectives of the desegregation plan.

Discuss the status of in-service training programs for faculty, administrators, and classified staff.

Towson State College (con't.)

Administrative Coordination

Discuss the status of the Multi-Racial Coordinating Committee (Affirmative Action Committee).

Program Cooperation

Discuss cooperative program efforts with other institutions, with particular attention to objectives in the desegregation plan.

First Midyear Desegregation Status Report  
Summary Report

Towson State College  
1975

Towson State College offers a wide variety of undergraduate programs in the liberal arts and sciences, teacher education, applied health, and business administration, as well as masters degree programs in educational and liberal arts specialties. Located in the northern suburbs of Baltimore, Towson serves a geographically and socially heterogeneous population. In the last six years, the College has undertaken to make its programs and services more responsive to the needs and aspirations of all segments of society.

In addition to its responsibilities under the Maryland Plan for Completing the Desegregation of the Public Postsecondary Institutions in the State (Feb./ May, 1974), Towson State College has also undertaken the implementation of a comprehensive Affirmative Action Plan. A provisional version of the Affirmative Action Plan consisting of policy statements was published and circulated to faculty, staff, and students in November, 1974; it is anticipated that the completed Affirmative Action Plan, including goals and timetables, will be submitted to HEW in the fall of 1975. Compliance monitoring under both the Desegregation and Affirmative Action Plans has been assigned to the Affirmative Action Officer, who reports directly to the President of the College.

The development, implementation, and evaluation of programs to support the desegregation and affirmative action goals of the College is a continuous process at all levels in the College. Specific progress in meeting these goals has been achieved in a number of areas during the 1974-75 academic year.

STUDENT COMPOSITION

There has been a gradually increasing other-race presence in the student body over the past several years. Through self-analysis and revision or enhancement of procedures, the College has considerably increased the likelihood of reaching its 1980 goal of a 14-16% black student population.

Minority recruitment, under the direction of the new Assistant Director of Admissions and with the help of student recruitment teams, has resulted in a greater number of black students accepted for admission than at any time in the past. Minority admissions in 1975 (students admitted for September, 1975) are up 20% from figures for the same date in 1974. There were 27% more new minority matriculants in September, 1974 than in September, 1973, and we expect a similar or greater increase in September, 1975. Flexibility in the Admissions procedures, particularly in the extension of deadlines and the waiver of certain fees in some cases, has also increased the number of minority, especially black, students matriculating at the College.

Coordinated efforts to increase the retention of black students have also been undertaken. Specifically, the services of the Study Skills Support Services

Center have been expanded, the Summer Transition Program for provisional students (high school graduates who do not meet regular admissions criteria but do demonstrate potential for collegiate success) has been restructured, and a Committee on Remediation has been appointed and has begun its study of the curriculum and special programs, and will issue in the fall recommendations for supportive curricula.

In addition to these direct academic supports, the Division of Student Services, including the Study Skills Support Services Center and the Center for the Development of Human Resources, has expanded counseling programs (personal, academic, and career counseling), has undertaken the development of an environmental assessment model for identifying and modifying campus conditions inimical to success for minority-group persons, and has given special assistance to the Black Student Union's tutorial project.

### FINANCIAL AID

Minority students constitute less than 10% of the total student population but 40% of the financial aid population, and have received 57% of available grant and scholarship funds and 32% of available self-help funds (loans and employment). The College has requested additional financial aid funding, including an increase in Other Race Grant monies, to meet the needs of an expanding minority student body.

Academic programs offer students the opportunity to explore and appreciate the contributions and achievements of people of all racial, ethnic, and religious origins and of both sexes. Cultural programs, too, are designed to expand campus consciousness of the cultural contributions of minorities and to provide a cultural focus for black students. The Afro-American Cultural Center, a College department, and the Black Student Union, a student organization, offer diverse programs, as do many other departments and agencies of the College.

### FACULTY AND STAFF COMPOSITION

There has been a slight but steady rise in the percentage of faculty and staff who are black. Efforts are underway to increase the numbers, visibility, and job satisfaction of minority faculty and staff members.

Recruitment of faculty for September, 1975 is the first to be conducted under the Uniform Hiring Guidelines mandated by the Affirmative Action Plan. These procedures require a much more thorough recruitment effort than past practices dictated. Preliminary assessment indicates that these procedures will result in a more multicultural faculty body.

In order to enhance the job opportunities of incumbent minority personnel, we have increased our programs designed to train employees for upward mobility. The Personnel Office of the College and the Towson Institute of Management offer training workshops and seminars designed to increase the management skills of College personnel. The Training Officer also encourages classified employees to participate in the various State training programs which will qualify them for higher level positions.

The College is committed to equity in all conditions of employment, including rank/grade assignment and salary. Studies are underway to review the salary and



rank/grade of all faculty and staff in order to insure proper recognition and reward for all personnel. These efforts are proceeding despite the restrictive effects of certain State policies, which place ceilings on pay categories and artificial limitations on rank/grade composition.

The College has accomplished its desegregation efforts with insufficient funding from the State. No new positions related to desegregation/affirmative action have been funded by the State since 1970; the positions necessary to provide leadership and support in these areas have been "squeezed" from other budgeted areas.

#### COORDINATION

As the College increases its awareness of the needs and aspirations of minority students, it is also attempting to increase inter-institutional cooperation, particularly with the neighboring predominantly black institutions, Morgan and Coppin. At the same time, the College is increasing its outreach to the entire metropolitan and State community. The Affirmative Action Officer maintains liaison with counterpart personnel in other institutions, systems, and State agencies, as well as coordinating the internal efforts to achieve desegregation and affirmative action goals.

#### CONCLUSION

Towson State College is making progress in its stated goals of desegregation and affirmative action. The commitment to these objectives, on the part of all levels of the College community, is hampered by fiscal limitations. The high ideals and objectives of a truly multicultural campus serving a diversity of needs cannot be achieved without adequate funding; the College is rapidly approaching the limit of what can be "squeezed" from existing levels of support.

The College therefore continues to request adequate funding for support staff and financial aid. In addition, we recommend immediate funding of the Statewide programs described in the Maryland Plan, and particularly of the Fellowship/Internship Program for black Doctoral candidates.

## First Mid-Year Desegregation Status Report

University of Baltimore

1975

Provide a brief description of the University of Baltimore, including educational mission and factors which make it unique from other public institution in the state.

### Student Composition

Provide a narrative profile of the student body (undergraduate, graduate, and first-professional), including racial composition of students who entered University of Baltimore for the first time last fall.

Discuss admissions criteria and procedures for undergraduate, graduate, and first-professional schools.

Discuss other race recruitment efforts as outlined in the desegregation plan. Provide information, if available, on the number of minority students entering the law school from each of the other Maryland institutions, and from out-of-state institutions.

Discuss retention programs, including any available data on minority and non-minority retention rates.

### Financial Aid

Discuss financial aids available to minority students, the sources of financial aid funds, and the adequacy of these funds to meet the needs of students.

Discuss efforts to find new sources of financial aid funds.

Discuss financial aid needs to meet the projected 1980 enrollment goals, with particular attention to Other Race Grants.

### Employment Composition

Provide a narrative profile of faculty, administrative and classified staff according to racial composition.

Discuss efforts to recruit minority faculty and administrative staff personnel.

Discuss the status of in-service training programs for employees.

### Administrative Coordination

Discuss the status of the Multi-Racial Coordinating Committee.

University of Baltimore (con't.)

Program Cooperation

Discuss cooperative program efforts with other institutions, with particular attention to objectives in the desegregation plan.

## First Mid-Year Desegregation Status Report\*

University of Baltimore

1975

January 1, 1975, marked the University of Baltimore's entrance as a state university, into the Maryland State College System. The urban university entered the state system as an upper-divisional institution emphasizing third and fourth year curricula for full-time students in its two undergraduate colleges. All courses needed to accommodate the transfer of students to the University of Baltimore will be offered in several broad curricula programs. A liberal transfer of credit policy to accommodate transfer students from area community colleges will be maintained and expanded.

### Student Composition

Attached please find a student profile which sampled 942 students, mostly undergraduates, during the first semester of the current academic year. Racial data for the Spring semester is also attached. We have done this for February enrollment (rather than September enrollment) because February marked our formal entry into the State College System.

Admissions criteria for the undergraduate schools are those of an "open door" institution. In September 1975, however, we will begin to admit as full-time students only those transfer students who have 28 credit hours. In September of 1976 we will admit as full-time students only those transfer students who have 56 credit hours. The impact of this on our desegregation efforts cannot at this time be projected, even though "Other-Race" Grant monies allocated to the University by the Board of Trustees of the State Colleges will be used for these transfer students.

Graduate programs at the University of Baltimore are at present almost entirely part-time evening programs. Minority enrollment in the Graduate School was 15% for the Spring semester. Admissions criteria for the various graduate programs are based upon entrance examination scores, grade point averages, and where applicable, previous business experience. Nevertheless, "conditional" admission is possible in all of these programs--a fact which maintains in part the "open door" admissions tradition of the University.

Law School admissions are based upon the students' college academic records and LSAT scores. The average score for last year's (September 1974's) entering class was approximately 590 on the LSAT and approximately 3.0 for the undergraduate grade point average. The Director of Law School Admissions has called on all Maryland institutions of higher learning and has made a special point of visiting those campuses which have predominately minority enrollments.

At the present time the Law School has the most difficulty in attracting qualified minority students. It is a rigorous academic program and the qualified minority student is vigorously sought by all American law schools. Our financial

\*This constitutes our full report.

aid in terms of "Other-Race" Grants for Law is also quite limited. A bill was introduced and passed by the General Assembly during the past session which will enable us through regular budgeting procedures to establish an aid program to attract minority law students. We will begin budgeting for this. As a preliminary prime-the-pump effort in this regard, a local foundation has given us \$6,500 for next year, and will increase this amount to about \$11,500 for the following year.

With reference to retention records at the University, there are none as such. Because we have long been a "stop-in," "stop-out" institution for adult working students, we have never felt such figures were particularly useful since they would bear little relationship to retention or separation on academic grounds. Nor have we kept records on minority and non-minority student behavior in this sense. However, plans to collect this type of data will be pursued so that it may be available for future reference. We have remedial courses in English and Mathematics for entering Freshmen; but these courses are being phased out as we go "upper level." Instead, we are adding a Study Skills Center to our Counseling Center to assist the academic adjustment of Junior-level transfer students who still have reading, writing, and study-habit difficulties. It is our hope, however, that as an upper-divisional institution, our students will be adequately and appropriately prepared and will already have accomplished the remedial work necessary to enable them to continue college work at the Junior level.

#### Financial Aid

We have just received notice that \$20,000 for "Other-Race" Grants has been made available to the University of Baltimore by the Board of Trustees of the State Colleges for undergraduate transfer students for FY 76. We anticipate that this sum will increase. It should also be pointed out in this connection that the financial aid that the University now has for distribution is open to students of all races, creeds, and backgrounds. A study of our 1972-1973 Economic Opportunity Grants indicates that 42% of the financial aid that was then available went to minority students who comprised less than 11% of the student body.

#### Employment Composition

I attach the narrative profile of the faculty, administrative, and classified personnel.

We have established at the University a Multi-Racial Coordinating Committee to advise the President of the University on the effectiveness of our several recruiting programs designed to attract qualified minority candidates to fill staff and faculty vacancies that come to exist. The main difficulty that we foresee in this recruiting drive is the hard fact that in the academic areas of Business and Law there are not many black scholars (Ph.D. and J.D. level) being produced in the United States at this time. Further, the University of Baltimore's faculty salaries still lag substantially behind BTSC averages in all ranks. We cannot therefore pay the "top dollar" that such people presently command. On the other hand, the percentage of the University's faculty and staff which is female is increasing, particularly so in the faculty.

At the present time there are no in-service training programs for employees, but we certainly would implement such a plan were an occasion to arise where it would be appropriate.

#### Administrative Coordination

The work of the Multi-Racial Coordinating Committee is well underway. The members of the committee are as follows:

Mr. Ralph W. E. Jones, Jr., Chairman	College of Liberal Arts
Mr. Andrew A. Goletz	Law School Admissions
Dr. Fred W. Hopkins, Jr.	Admissions
Mr. Lawrence R. Pearl	School of Business
Mr. Walter A. Rafalko	School of Law
Mr. James C. Shay, Jr.	Public Information
Dr. Ana-Maria Vegas	School of Business
Dr. Loretta C. Wozniak	College of Continuing Education
Mr. Courtney Neil Lyerly, Jr.(Alternate)	Financial Aid

Students will be appointed in the Fall to further add to the committee's composition. As far as the President is concerned, they have been assigned a broad range of responsibilities to review with the respective administrative officers of the institution our practices and procedures and to recommend to the President ways that the activities of the University can be improved upon, and further to suggest to the President ways in which we may from time to time fall short of our goals and objectives.

#### Program Coordination

The University has coordinated its existing M.S. in Criminal Justice program with the graduate Corrections program at Coppin State and is presently exploring the possibility of a similar arrangement linking aspects of our M.S. in Urban Recreation and aspects of Coppin's M.Ed. in Special Education. Further, all new graduate program proposals submitted to BTSC, and through BTSC to MCHE, have been carefully considered in desegregation terms. None of these programs conflict with those presently being offered at predominately black institutions in Baltimore City. Indeed, in deference to Morgan State, the University has recently abandoned two proposals in the Sociology area.

UNIVERSITY OF BALTIMORE  
RACIAL PROFILE OF FACULTY, ADMINISTRATIVE AND CLASSIFIED STAFF

Headcount Data from MCHE-E-1

1975

<u>Category</u>	<u>Black</u>	<u>White</u>	<u>Other</u>	<u>Total</u>
Executive	2	47	0	49
Faculty	7	229	2	238
Professional	1	11	2	14
Non-Professional	<u>27</u>	<u>62</u>	<u>3</u>	<u>92</u>
Total	37	349	7	393

UNIVERSITY OF BALTIMORE STUDENT PROFILE REPORT  
UNDERGRADUATE STUDENTS - FALL 1974

BACKGROUND INFORMATION

AGE ---	15 - 19	20 - 24	25 - 29	30 - 34	35 - 39	40 - 44	45 - 49	OVER 49	UNKNOWN
COUNT	108	253	301	135	72	35	12	6	20
PERCENT	11.46	26.85	31.95	14.33	7.64	3.71	1.27	0.63	2.12
SEX ---	MALE	FEMALE							UNKNOWN
COUNT	762	170							10
PERCENT	80.89	18.04							1.06
RACE ---	INDIAN	BLACK	CAUCASIAN	ORIENTAL	SPANISH	OTHER			UNKNOWN
COUNT	6	118	757	23	4	15			19
PERCENT	0.63	12.52	80.36	2.44	0.42	1.59			2.01
MARITAL STATUS ---	SINGLE	MARRIED	DIVORCED	SEPARATED	WIDOWED				UNKNOWN
COUNT	413	483	16	26	1				3
PERCENT	43.84	51.27	1.69	2.76	0.10				0.31
STUDENT STATUS --- (DAY/NIGHT)	DAY	NIGHT							UNKNOWN
COUNT	391	484							67
PERCENT	41.50	51.38							7.11
STUDENT STATUS --- (FULL/PART)	FULL TIME	PART TIME							UNKNOWN
COUNT	506	288							146
PERCENT	53.71	30.57							15.71
UNIVERSITY SCHOOLS ---	L/A	BUSINESS	GRAD	LAW	SPECIAL				UNKNOWN
COUNT	238	654	31	3	6				10
PERCENT	25.26	69.42	3.29	0.31	0.63				1.06
DEGREE EXPECTED ---	BA	BS	MASTERS	JD	CERTIFICATE	SPECIAL			UNKNOWN
COUNT	183	598	50	18	34	6			53
PERCENT	19.42	63.48	5.30	1.91	3.60	0.63			5.62
REGISTRATION TYPE ---	TRANSFER	NATIVE							UNKNOWN
COUNT	574	255							113
PERCENT	60.93	27.07							11.99

NOTES ---

THE STUDENT AVERAGE AGE IS 26.9

THE AVERAGE NUMBER OF DEPENDENTS FOR THE 311 STUDENTS WITH DEPENDENTS IS 2.05



UNIVERSITY OF BALTIMORE STUDENT PROFILE REPORT  
UNDERGRADUATE STUDENTS - FALL 1974

LIVING INFORMATION

--- RESIDE WITH --- COUNT PERCENT	PARENTS 305 32.37	ROOMMATE 57 6.05	SPOUSE 424 45.01	ALONE 95 10.08	UNKNOWN 61 6.47
--- RESIDENT OF --- COUNT PERCENT	BALTO. CITY 335 35.56	MD. COUNTY 552 58.59	OTHER STATE 19 2.01	OTHER COUNTRY 24 2.54	UNKNOWN 12 1.27
--- DISTANCE FROM U OF B --- COUNT PERCENT	1 MILE 28 2.97	2 MILES 30 3.18	5 MILES 213 22.61	20 MILES 506 53.71	50 MILES 113 11.99
--- TRANSPORTATION --- COUNT PERCENT	DRIVE 828 87.89	OTHER 105 11.14	OVER 50 17 1.80		UNKNOWN 35 3.71
					UNKNOWN 9 0.95

--- NOTES ---

THE AVERAGE COST OF HOUSING PER MONTH IS \$118.03

THE AVERAGE CUST OF FOOD PER MONTH IS \$84.02

THE AVERAGE DISTANCE OF HOUSING FROM U OF B IS 13.6 MILES

THE AVERAGE COST OF TRANSPORTATION PER MONTH IS \$30.07

UNIVERSITY OF BALTIMORE STUDENT PROFILE REPORT  
UNDERGRADUATE STUDENTS - FALL 1974

INCOME INFORMATION

--- PARENTS ANNUAL INCOME ---		0-2999	3000-5999	6000-7499	7500-8999	9000-11999	OVER 11999	UNKNOWN
COUNT		28	54	43	56	123	308	330
PERCENT		2.97	5.73	4.56	5.94	13.05	32.69	35.03
--- STUDENTS ANNUAL INCOME ---		0-2999	3000-5999	6000-7499	7500-8999	9000-11999	OVER 11999	UNKNOWN
COUNT		195	107	49	75	204	262	50
PERCENT		20.70	11.35	5.20	7.96	21.65	27.81	5.30
--- STUDENT EMPLOYMENT ---		EMPLOYED	UNEMPLOYED					UNKNOWN
COUNT		794	82					66
PERCENT		84.28	8.70					7.00
--- FINANCIAL AID ---		AIDED	UNAIDED					UNKNOWN
COUNT		416	496					30
PERCENT		44.16	52.65					3.18

--- NOTES ---

- THE AVERAGE NUMBER OF BROTHERS AND SISTERS LIVING AT HOME IS 0.9
- THE AVERAGE NUMBER OF HOURS WORKED BY STUDENTS PER WEEK IS 29.9
- THE AVERAGE AMOUNT EARNED BY STUDENTS PER WEEK IS \$123.02
- THE AVERAGE AMOUNT OF FINANCIAL AID PER STUDENT PER YEAR IS \$309.01

PAGE 4

UNIVERSITY OF BALTIMORE STUDENT PROFILE REPORT  
UNDERGRADUATE STUDENTS - FALL 1974

EDUCATIONAL INFORMATION

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--- NOTES ---

- THE AVERAGE NUMBER OF HOURS SPENT STUDYING PER WEEK IS 11.0
- THE AVERAGE NUMBER OF HOURS SPENT IN LANCSDALE LIBRARY PER WEEK IS 1.6
- THE AVERAGE NUMBER OF HOURS SPENT IN OTHER LIBRARIES PER WEEK IS 1.3

UNIVERSITY OF BALTIMORE STUDENT PROFILE REPORT  
UNDERGRADUATE STUDENTS - FALL 1974

AFFILIATIONS AND ACTIVITIES

--- RELIGION ---		JEWISH		CATHOLIC		PROTESTANT		OTHER		NONE		UNKNOWN	
COUNT	---	92	---	379	---	298	---	86	---	67	---	20	---
PERCENT	---	9.76	---	40.23	---	31.63	---	9.12	---	7.11	---	2.12	---
--- MEMBER OF U OF B ORGANIZATIONS ---		YES		NO									
COUNT	---	90	---	826	---							26	---
PERCENT	---	9.55	---	87.68	---							2.76	---
--- MEMBER OF CIVIC ORGANIZATIONS ---		YES		NO									
COUNT	---	195	---	628	---							119	---
PERCENT	---	20.70	---	66.66	---							12.63	---

--- NOTES ---

THE AVERAGE NUMBER OF U OF B ORGANIZATIONS PARTICIPATED IN BY EACH STUDENT IS 0.1

UNIVERSITY OF BALTIMORE STUDENT PROFILE REPORT  
UNDERGRADUATE STUDENTS - FALL 1974

THE FOLLOWING IS A LIST OF THE ESTABLISHED U OF B ORGANIZATIONS AND STUDENT PARTICIPATION IN EACH

ORGANIZATION	MEMBERSHIP
PHI STUDENT ASSOCIATION	7
STUDENT BAR ASSOCIATION	0
EVENING STUDENT BAR ASSOCIATION	1
ENVIRONMENTAL LAW SOCIETY	0
MOOT COURT PROGRAM	0
INTERNATIONAL LAW SOCIETY	1
CRIMINAL JUSTICE SOCIETY	1
LAW REVIEW	0
FLORIP	1
STUDENT SENATE	5
ACCOUNTING CLUB	8
AMERICAN MARKETING ASSOCIATION	2
BLACK STUDENT UNION	6
CHEERLEADERS	1
CHESS CLUB	7
COUNCIL OF THE ARTS	0
ENGLISH CLUB	9
INTERNATIONAL STUDENTS ASSOCIATION	13
PHI ALPHA THETA	9
POLITICAL SCIENCE HONOR SOCIETY	6
PSYCHOLOGY CLUB	5
SOCIAL SCIENCE CLUB	2
SOCIETY FOR THE ADVANCEMENT OF MANAGEMENT	6
STUDENT VETERANS ORGANIZATION	15
UNIVERSITY PLAYERS	4
STUDENT PRESS	5
WELTER	4
REPORTER	1
FRATERNITY OR SORORITY	4
OTHER	9

-101-

THE FOLLOWING IS A LIST OF ANTICIPATED U OF B ACTIVITIES AND NO. OF STUDENTS INTERESTED IN ATTENDING EACH

ACTIVITY	STUDENTS
ROCK CONCERT	373
FOLK CONCERT	183
SYMPHONY CONCERT	167
POETRY READING	38
BROADWAY MUSICALS	252
DRAMATIC PRODUCTIONS	191
LECTURE SERIES	248
DANCE PROGRAM	131
ATHLETIC EVENTS	356
FILM SERIES	282
NONE OF THE ABOVE	90
OTHER	20

UNIVERSITY OF BALTIMORE  
UNDERGRADUATE STUDENTS - FALL 1974

# THE REVISED 1944

[illegible]

EXCHANGE OF TRUSTEES SERVED

UNIVERSITY OF BALTIMORE STUDENT PROFILE REPORT  
UNDERGRADUATE STUDENTS - FALL 1974

FOREIGN STUDENT INFORMATION

--- TYPE OF VISA ---  
COUNT  
PERCENT OF VISAS 71.42  
OTHER 12  
28.57

--- NOTES ---

THE FOLLOWING IS A LIST OF FOREIGN COUNTRIES REPRESENTED AT U OF B

COUNTRY STUDENTS

CHINA	4
GERMANY	1
GHANA	2
GREECE	3
INDIA	1
IRAN	3
JAMAICA	1
KOREA	2
LIBERIA	1
NIGERIA	15
PAKISTAN	1
PHILIPPINES	1
SIERRA LEONE	1
THAILAND	5
GREAT BRITAIN	2
VIET NAM	1

Racial Breakdown of Enrollment by Student Type, Spring, 1975

	Undergraduate		Grad		Law		Total All Students	
	No.	%	No.	%	No.	%	No.	%
American Indian	15	.4%	4	.8%	3	.3%	22	.4%
Black	677	17%	55	11.7%	14	1.2%	746	13.4%
Oriental	64	1.6%	10	2.1%	1	.1%	75	1.3%
Span-Surnamed	22	.6%	1	.2%	5	.4%	28	.5%
All Other	2990	75.3%	367	77.8%	792	69.7%	4149	74.3%
Unknown	204	5.1%	35	7.4%	322	28.3%	561	10.1%
Total	3972	100%	472	100%	1137	100%	5581	100%

\* Includes unclassified students

RF/mp 5/9/75



CAMPUSES OF THE UNIVERSITY OF MARYLAND

BALTIMORE CITY

BALTIMORE COUNTY

COLLEGE PARK

EASTERN SHORE

UNIVERSITY COLLEGE



## First Mid-Year Desegregation Status Report

University of Maryland-Baltimore City

1975

Provide a brief description of UMAB, including educational mission and factors which make it unique from other public institutions in the state.

### Student Composition

Provide a narrative profile of the student population, including racial composition of students entering UMAB for the first time last fall for each professional school.

Discuss admissions procedures and criteria for each professional school.

Discuss minority recruitment efforts, including an assessment of their effectiveness. Provide information on the number of minority students entering professional schools from each of the other Maryland institutions, and from out-of-state institutions.

Discuss retention programs (e.g. Hanau Study Skills), including any available data on minority and non-minority retention rates.

### Financial Aid

Discuss financial aids available for minority students, the sources of financial aid funds, and the adequacy of these funds to meet the needs of students.

Discuss efforts to find new sources of financial aid funds.

Discuss financial aid needs to meet the projected 1980 enrollment goals, with particular attention to Other Race Grants.

### Employment Composition

Provide a narrative profile of faculty, administrative and classified staff according to racial composition for each of the professional schools.

Discuss efforts to recruit minority faculty members.

Discuss the status of in-service training programs for employees.

### Program Cooperation

Discuss cooperative program efforts with other institutions, with particular attention to objectives in the desegregation plan.

University of Maryland-Baltimore City (con't.)

Projections of Racial Composition

Clarify the goal related to black faculty representation.

UNIVERSITY OF MARYLAND AT BALTIMORE

FIRST MID-YEAR DESEGREGATION  
SUMMARY STATUS REPORT

University of Maryland at Baltimore is located in downtown Baltimore. The campus has, in its educational complex, the only publicly funded School of Medicine in the State; the only Schools of Dentistry, Pharmacy, Social Work and Community Planning and graduate nursing programs in the State; and one of the two Schools of Law in the State. University Hospital is an integral part of the educational environment. Teaching, research and service are the central purposes of UMAB, and the schools have attempted to integrate these three areas within their programs. Students enrolling in the various programs have previously completed two years of college, three years of college, the baccalaureate degree, or the master's degree, depending on the program to which they are admitted.

Student Composition

1. The student population for each professional school, by racial composition, is as follows (first time enrollees are listed in parenthesis after total percentage of enrollment): Dentistry, white (W) 93%, black (BL) 6%, Other minorities (OM) 1% (W 95%, BL 4%, OM 1%); Law, W 86%, BL 13%, OM 1%, (W 83%, BL 15%, OM 2%); Medicine, W 94%, BL 5%, OM 1%, (W 95%, BL 5%, OM less than 1%); Nursing, W 91%, BL 8%, OM 1%, (W 90%, BL 8%, OM 2%); Pharmacy, W 93%, BL 4%, OM 3%, (W 91.5%, BL 5.5%, OM 3%). Allied Health programs have W 91%, BL 6%, OM 3%. School of Social Work and Community Planning graduate program has W 86%, BL 13%, OM 1%.
2. The admissions procedures and criteria for each school is as follows:

Dentistry - Committee on Admissions acts on applications. Candidates interviewed at the discretion of the Committee. Applications may be filed after June 1 of the year previous to the desired date of admission. All applicants required to take the Dental Admissions Test (DAT). Candidates proved ability in secondary education and successful completion of prescribed courses in pre-dental collegiate training are particularly considered.

Law - Committee on Admissions acts on applications. Applicants should file as soon after October 1 as possible and prior to March 1. Each applicant must register with the Law School Data

Assembly Service (LSDAS) of the Educational Testing Services to which college or university transcripts must be submitted for analysis and calculation of the G.P.A. Law School Admissions Test (LSAT) is required. The Committee analyzes the applicant's entire record and all information filed by him. Primary consideration is given to undergraduate academic performance, the institution attended and the LSAT score.

Medicine - Committee on Admissions acts on applications. All requests for a place in the first year class must be initiated by an American Medical College Application Service (AMCAS) application. Request cards are usually available mid-June of the year prior to the year the applicant wishes to enter medical school. The AMCAS application is thoroughly reviewed and a determination is made whether a School of Medicine application form can be sent. The Medical College Admission Test (MCAT) is required. A letter of evaluation is required from the undergraduate pre-medical committee or if there is no pre-medical committee, letters are requested from two science and one non-science course instructors. An evaluation of the applicant's credentials is made by the committee to determine if an interview is to be requested. Criteria for admissions is based upon a composite estimate of the applicant's ability and future promise in the field of medicine as measured by his academic record, MCAT performance, pre-medical faculty recommendations, his personal characteristics and his overall standing as compared to other applicants applying that year. Specific college courses and credits at an acceptable level are required.

Nursing - Committee on Admissions acts on applications. All UMAB nursing students are advancements or transfers into the upper division nursing program. Freshman and sophomore (lower division) pre-professional requirements must be completed as a condition of application. Application for advancement or transfer to the UMAB campus for junior-senior study must be filed before March 15 for the fall semester. The Illinois Rhetoric Placement Test (IRPT) is being used for the first time this year. Enrollment is limited to the number of students that can be accommodated, and selection is made from applicants who are judged to have the most potential for completing the program. Academic performance in pre-professional courses is an important factor. A grade of C or higher in human anatomy and physiology and microbiology is required of all students. Two thirds of the admissions are based upon grade point average alone in applicable credits to instruction. One third of the admissions are based upon the grade point average and the IRPT score and personality test.

Pharmacy - A Committee on Admissions acts on applications. Candidates seeking admission should write to the Dean's Office, School of Pharmacy. All applications must be received by the Admissions Office by April 1 and all supporting records necessary for completion of the application process must be received by May 1. The Committee considers the applicant's academic achievement, extracurricular activities, personal characteristics as determined by interviews by the Committee members, and the scores on the Pharmacy College Admissions Test (PCAT). While a minimal QPA of 2.25 is required for application consideration, the average QPA of entering students is approximately 3.0. There are pre-professional course requirements that the applicant must have successfully completed.

Social Work and Community Planning (SSW & CP) - A Committee on Admissions acts on applications. Applications may be gotten from the SSW & CP and may be submitted throughout the year. February 1 is the admission deadline for the following September. Official transcripts of all undergraduate and graduate work should be submitted. Either the Graduate Record Exam (GRE), verbal and quantitative sections only, or the Miller Analogies Test (MAT) is required. Personal and academic references will be requested of all applicants. A personal interview with a faculty member may be required. The combination of GPA, GRE or MAT test scores along with references serve as the primary criteria on which admissions decisions are based.

3. **Minority Recruitment Efforts:** Our primary minority recruitment effort has been directed towards the predominately black undergraduate institutions in the State of Maryland (Bowie, Coppin, Morgan and UMES). We have a minority student recruiter and an inter-campus coordinator, both of whom have worked to identify black student residents of Maryland who are enrolled in other in-state or out-of-state institutions. Each of the professional schools has a minority recruitment program and they are assisted by the campus minority recruiter. Until the past academic year approximately 60% of the minority students entering our schools were from Morgan State College. The remaining percentage was distributed in descending order among Howard University, other out-of-state institutions, Coppin State College, Bowie State College and UMES.
4. **Retention Programs:** We have no uniform data on minority and non-minority retention rates. Each school on the UMAB campus has individualized mechanisms to enhance black student retention.

In addition to tutorial assistance in the Hanau program, a black student's academic workload is sometimes reduced by spacing out the length of the educational program as is true with some majority students. Some schools are providing summer credit courses to entering black students that allow them to carry reduced course loads during the first year fall or spring terms. The Hanau Study Skills Technique program was introduced on the UMAB campus in January, 1973. This was a tutorial program created for the University of Kentucky School of Medicine. Subsequently, University of Michigan and several other institutions of higher education utilized the program. Mrs. Hanau, the creator of the program, spent the 1973 spring semester on this campus training Hanau program instructors and trainers. The Hanau Study Technique program has now been incorporated in the fabric of the campus. It is a year around resource available in all of the schools. Predominately black undergraduate institutions have been familiarized with the Hanau program and they are highly receptive to its potential utility on their campuses.

#### Financial Aid

The UMAB campus has, in the past four years, secured incremental funds from the State for student aid. These State funds are an instrumental asset in the provision of resources necessary to attract increasing numbers of minority students and to provide them the level of student aid required. These funds are used in conjunction with federal and private scholarship resources. These resources are diminishing, therefore, our efforts to find new sources of financial aid funds are directed towards the State of Maryland. As we achieve greater success in reaching the black student projections set for this campus in the State Desegregation Plan, additional State funds will be needed. A cost of living/inflation factor must also be included each year if we are to continue to offer adequate financial aid resources.

We project financial aid need under the "other race" grants category based upon attainment of 14% minority enrollment, to be as follows: F.Y. 1977, \$429,00; F.Y. 1978, \$672,000; F.Y. 1979, \$600,000.

#### Employment Composition

Faculty by racial composition at the professional schools is as follows: Dentistry - W 88%, BL 5.5%, OM 6.5%; Law - W 89%, BL 5.5%, OM 5.5%; Medicine - W 84%, BL 3%, OM 13%; Nursing - W 94%, BL 5%, OM 1%; Pharmacy - W 98%, BL 2%; Social Work and Community Planning - W 72%, BL 24%, OM 4%. Racial composition for total faculty is W 86.4%, BL 5.4%, OM 8.2%. Racial composition for administrative staff on a



campus-wide basis is as follows: W 84%, BL 12%, OM 3%. Racial composition for classified staff on a campus-wide basis is as follows: W 53.6%, BL 40.6%, OM 5.7%.

Each school continues the effort to recruit and retain qualified minority faculty persons. The dilemma for the professional schools in the health sciences area in this respect is the combination of higher earnings accruing to the private practitioners and the under-supply of practitioners in the black community. The slightly higher than average salary offerings made to potential black faculty persons is not sufficient to off-set private practice income. Some institutions have, across the board, a more competitive salary scale than is available on the UMAB campus. Some of our senior black faculty persons are heavily recruited by other institutions, and black faculty losses occur as a result. Since no state funds were made available to institute the "other race" faculty chairs, no activity has taken place on this programmatic concept as part of the effort to recruit minority faculty members. "Other race" faculty chairs are a low priority on the UMAB campus in comparison to other aspects of the desegregation program.

The UMAB campus has never had the staff resources to institute in-service training programs, and the desegregation allocation for fiscal year 1976 did not include the fiscal resources to institute them.

#### Program Cooperation

We have a structured, inter-institutional mechanism (initiated in November 1973, to have each of our schools relate specifically to relevant educational divisions at predominately black undergraduate institutions) that, as part of our effort to attain objectives of the desegregation plan, seeks to correlate undergraduate course sequences with enrollment requirements at respective UMAB schools. Of equal significance is the effort at each of the UMAB schools to analyze their own basic course offerings to determine expected competencies so that undergraduate institutions can place emphasis in their courses to enhance the preparation of their students for enrollment in the professional schools.

Part of this collaboration includes a sharing of our campus resources to aid in the orientation and preparation of potential black student enrollees.

Additionally, we are utilizing the College Work-study program on an inter-institutional basis as an opportunity to provide undergraduates in the predominately black institutions an earlier structured exposure

to the variety of career options available through the UMAB campus schools. These exchanges of information, resource utilization, and greater exposure to campus educational and service options are all designed to enhance desegregation efforts.

#### Projections of Faculty Racial Composition

Availability of black faculty varies from profession to profession and among the specializations within each profession. Our goal is to have black faculty representation of not less than the percentage of their availability in the national population of their respective professions.

5/28/75

UNIVERSITY OF MARYLAND AT BALTIMORE  
ADDENDUM TO FIRST MID-YEAR DESEGREGATION  
SUMMARY STATUS REPORT

1975

Student Composition -- Minority Recruitment Efforts

Although the campus desegregation plan contained in the Maryland State Plan places emphasis on our recruitment efforts that are directed towards the predominately black undergraduate institutions in the State, the increased numbers of black students at predominately white State colleges and at the various campuses in the University of Maryland has expanded the focus of our recruitment activities. Our Minority Recruiter maintains close liaison with representatives of these other campuses whose activities are similar to his. He also has contact with pre-professional clubs' faculty advisors as a means of establishing direct contacts with students whose vocational interests make them potential applicants to one of the schools on the UMAB campus. Our Minority Recruiter works cooperatively with undergraduate campus minority recruiters in career counseling activities among high school students. It is our expectation that an increased number of black students, in the future, will come from the University of Maryland College Park and the University of Maryland Baltimore County campuses. The Minority Recruiter also is extending his contacts on the Howard University campus since a large number of black Maryland residents are in attendance there.

Student Composition -- Retention Programming

The UMAB campus has prorated, out of the initial special desegregation monies made available by the Governor (F.Y. '76), 32% towards retention and academic enhancement programs for minority students. These funds are controlled out of Central Administration and each school has to clear its programming effort through the Chancellor's Office before it can receive any desegregation funds. Each school has unique needs, therefore, latitude is given in programmatic design to meet their special needs. The desegregation funds provide the means, heretofore unavailable, to offer student support and teaching resources outside the mainstream of the regular academic program.

Program Cooperation

A task force was created in each of the UMAB schools to relate to a task force in appropriate academic divisions at the predominately black undergraduate institutions. This program was implemented by February of 1974 and has involved a series of meetings both on campus and at the respective undergraduate campuses. The UMAB Inter-campus

Coordinator has carried responsibility for this programmatic effort. Inter-campus communication has been facilitated and has led to collaboration among health profession schools on our campus, working jointly with natural science division task force representatives from the undergraduate institutions, to define a common core of knowledge in the science areas which undergraduate students should be prepared to bring with them to professional schools to assure greater academic success. The delineation by our schools of the expected competencies a student should acquire in pre-clinical course offerings at the undergraduate level is expected to assist the natural science departments at the undergraduate schools to better integrate these defined competencies into their curriculum. Additionally, as a result of these interchanges, the UMAB campus schools are identifying the cooperative ways in which they can provide technical and academic assistance to both faculty and students in the undergraduate institutions.

The initial efforts of these inter-campus task forces have led to the preparation of a proposal for a Consortium for Inter-institutional Programs of Cooperation for Postsecondary Education in the State of Maryland. This consortium includes the UMAB campus, the predominately black undergraduate institutions, a relationship with the Baltimore City Public Schools and Chi Delta Mu, an organization comprised of black doctors, dentists and pharmacists. The involvement of black professional practitioners and the Baltimore City Public Schools is a unique step in the direction of expanding the pool of black students who are motivated towards a health professions career and who are given the necessary academic preparation required for admission to professional schools on this campus.

The preparation of the proposal for a consortium has involved the presidents of the undergraduate institutions as well as the president of the Chi Delta Mu fraternity. We had hoped to receive federal funds to operationalize the consortium, however, the proposal was not in its completed form by the submission deadline. Subsequent meetings of UMAB representatives and presidents of the undergraduate institutions have taken place, agreements have been affirmed and we are continuing the process of seeking funds to activate the program.

6/12/75

UNIVERSITY OF MARYLAND AT BALTIMORE  
CAMPUS STUDENT ENROLLMENT DATA

Year	Total Enrollment
1974-75	4,003*
1973-74	3,824*
1972-73	3,598*
1971-72	3,230*

STUDENT ENROLLMENT BY SEX

Year	Female		Male	
	No.	%	No.	%
1974-75	1,866	47	2,137	53
1973-74	1,686	44	2,138	56
1972-73	1,469	41	2,129	59
1971-72	1,237	38	1,993	62

BLACK STUDENT ENROLLMENT

Year	Total	% of Enrollment
1974-75	343	8.6
1973-74	314	8.2
1972-73	248	6.9
1971-72	200	6.2

ALL OTHER MINORITIES

Year	Total	% of Enrollment
1974-75	52	1.3
1973-74	68	1.8
1972-73	76	2.1
1971-72	34	1.1

\*Excluding WRAIN and Mercy

UNIVERSITY OF MARYLAND AT BALTIMORE  
STUDENT ENROLLMENT BY SCHOOLS

SCHOOL OF DENTISTRY

Year	Total Enr.	Male	Female	Black Amer.	Other Min.*	All Others
1974-75	595	546 (91)	49 (9)	34 (6)	6 (1)	555 (93)
1973-74	572	551	21	40 (7)	6 (1)	526

SCHOOL OF LAW

Year	Total Enr.	Male	Female	Black Amer.	Other Min.*	All Others
1974-75	793	590 (74)	203 (26)	100 (13)	10 (1)	683 (86)
1973-74	761	610	151	78 (10)	6 (1)	677

SCHOOL OF MEDICINE

Year	Total Enr.	Male	Female	Black Amer.	Other Min.*	All Others
1974-75	724	578 (80)	146 (20)	38 (5)	9 (1)	677 (94)
1973-74	678	559	119	43 (6)	22 (3)	613

\*Other Minorities - Includes Spanish Surnamed, Oriental, American Indian

\*\*Percentages are listed in parentheses

STUDENT ENROLLMENT BY SCHOOLS

SCHOOL OF NURSING

Year	Total Enr.	Male	Female	Black Amer.	Other Min.*	All Others
1974-75	857	30 (4)	827 (96)	81 (9)	9 (1)	767 (90)
1973-74	844	27	817	65 (8)	14 (2)	765

SCHOOL OF PHARMACY

Year	Total Enr.	Male	Female	Black Amer.	Other Min.*	All Others
1974-75	286	189 (66)	97 (34)	12 (4)	8 (3)	266 (93)
1973-74	265	186	79	11 (4)	14 (5)	240

SCHOOL OF SOCIAL WORK & COMMUNITY PLANNING

Year	Total Enr.	Male	Female	Black Amer.	Other Min.*	All Others
1974-75	549	167 (30)	382 (70)	69 (13)	5 (1)	475 (86)
1973-74	502	160	342	68 (14)	-	434

\*Other Minorities - Includes Spanish Surnamed, Oriental, American Indian  
 \*\*Percentages are listed in parentheses

STUDENT ENROLLMENT BY SCHOOLS

ALLIED HEALTH

Year	Total Enr.	Male	Female	Black Amer.	Other Min.*	All Others
1974-75	199	38 (19)	161 (81)	11 (5.5)	5 (2.5)	183 (92)
1973-74	202	46	156	9 (5)	6 (3)	187

\*\*\*WRAIN - NURSING

Year	Total Enr.	Male	Female	Black Amer.	Other Min.*	All Others
1974-75	327	10 (3)	317 (97)	14 (4)	8 (2)	305 (94)
1973-74	310	7	303	14 (5)	6 (2)	290

MERCY - NURSING\*\*\*

Year	Total Enr.	Male	Female	Black Amer.	Other Min.*	All Others
1974-75	38	-	38	2 (5)	2 (5)	34 (90)

\*Other Minorities - Includes Spanish Surnamed, Oriental, American Indian  
 \*\*Percentages are listed in parentheses  
 \*\*\*Not included in total enrollment data for UMAB



TABLE I

FALL 1974

SCHOOL OF DENTISTRY

STUDENT ENROLLMENT BY YEAR AND STATUS<sup>a,b,c</sup>

PART TIME

<u>Class</u>	<u>B</u>	<u>O</u>	<u>S</u>	<u>NA</u>	<u>AO</u>	<u>All Students</u>
1st Year						
2nd Year						
3rd Year						
4th Year						
<u>Professional</u>						
<u>Graduate</u>	2 (3)	0	0	0	69 (97)	71
<u>TOTALS</u>	2 (3)	0	0	0	69 (97)	71
<hr/>						
GRAND TOTAL	34 (6)	4 (.7)	0 (0)	2 (.3)	555 (93)	595

- a. B = Black, O = Oriental, S = Spanish Surname, NA = Native American, AO = All Other.
- b. Percentages are listed in parentheses.
- c. Full time and part time data on total undergraduate and graduate students as of 10/1/73.

TABLE I

FALL 1974

SCHOOL OF DENTISTRY

STUDENT ENROLLMENT BY YEAR AND STATUS<sup>a,b,c</sup>

FULL TIME

<u>Class</u>	<u>B</u>	<u>O</u>	<u>S</u>	<u>NA</u>	<u>AO</u>	<u>All Students</u>
1st Year	6	1	0	0	132	139
2nd Year	8	2	0	2	122	134
3rd Year	11	1	0	0	109	121
4th Year	6	0	0	0	117	123
<u>Professional</u>	31 (6)	4 (.8)	0 (0)	2 (.4)	480 (93)	517
<u>Graduate</u>	1 (14)	0	0	0	6 (86)	7
<u>TOTALS</u>	32 (6)	4 (.8)	0 (0)	2 (.4)	486 (93)	524

a. B = Black, O = Oriental, S = Spanish Surname, NA = Native American, AO = All Other.

b. Percentages are listed in parentheses.

c. Full time and part time data on total undergraduate and graduate students as of 10/1/73.

TABLE I

FALL 1974

SCHOOL OF LAW

STUDENT ENROLLMENT BY YEAR AND STATUS<sup>a, b, c</sup>

<u>Class</u>	DAY					All Students
	B	O	S	NA	AO	
1st Year	30	1	0	1	149	181
2nd Year	23	1	0	0	160	184
3rd Year	17	0	3	0	154	174
4th Year						
<u>Professional</u>	70 (13)	2 (.4)	3 (.5)	1 (.2)	463 (86)	539
<u>Graduate</u>						
<u>TOTALS</u>	70 (13)	2 (.4)	3 (.5)	1 (.2)	463 (86)	539

- a. B = Black, O = Oriental, S = Spanish Surname, NA = Native American, AO = All Other.
- b. Percentages are listed in parentheses.
- c. Full time and part time data on total undergraduate and graduate students as of 10/1/73.

TABLE I

FALL 1974

SCHOOL OF LAW

STUDENT ENROLLMENT BY YEAR AND STATUS<sup>a,b,c</sup>

EVENING

<u>Class</u>	B	O	S	NA	AO	All Students
1st Year	10	1	1	1	69	82
2nd Year	10	0	0	0	51	61
3rd Year	7	0	1	0	45	53
4th Year	3	0	0	0	55	58
<u>Professional</u>	30 (12)	1 (.4)	2 (.8)	1 (.4)	220 (87)	254
<u>Graduate</u>						
<u>TOTALS</u>	30 (12)	1 (.4)	2 (.8)	1 (.4)	220 (87)	254
GRAND TOTAL	100 (13)	3 (.4)	5 (.6)	2 (.2)	683 (86)	793

- a. B = Black, O = Oriental, S = Spanish Surname, NA = Native American, AO = All Other.
- b. Percentages are listed in parentheses.
- c. Full time and part time data on total undergraduate and graduate students as of 10/1/73.

TABLE I

FALL 1974

SCHOOL OF MEDICINE

STUDENT ENROLLMENT BY YEAR AND STATUS<sup>a,b,c</sup>

FULL TIME

<u>Class</u>	<u>B</u>	<u>O</u>	<u>S</u>	<u>NA</u>	<u>AO</u>	<u>All Students</u>
1st Year	8	1	0	0	156	165
2nd Year	15	0	0	1	146	162
3rd Year	5	1	0	1	154	161
4th Year	5	3	0	1	122	131
<u>Professional</u>	33 (5)	5 (.8)	0	3 (.5)	578 (93)	619
<u>Graduate</u>	2 (6)	0	0	0	31 (94)	33
<u>TOTALS</u>	35 (5)	5 (.8)	0	3 (.5)	609 (93)	652

a. B = Black, O = Oriental, S = Spanish Surname, NA = Native American, AO = All Other.

b. Percentages are listed in parentheses.

c. Full time and part time data on total undergraduate and graduate students as of 10/1/73.

TABLE I

FALL 1974

SCHOOL OF MEDICINE

STUDENT ENROLLMENT BY YEAR AND STATUS<sup>a,b,c</sup>

PART TIME

<u>Class</u>	<u>B</u>	<u>O</u>	<u>S</u>	<u>NA</u>	<u>AO</u>	<u>All Students</u>
1st Year						
2nd Year						
3rd Year						
4th Year						
<u>Professional</u>	0	0	0	0	8 (100)	8
<u>Graduate</u>	3 (5)	0	1 (1.5)	0	60 (94)	64
<u>TOTALS</u>	3 (4)	0	1 (1)	0	68 (94)	72
GRAND TOTAL	38 (5)	5 (.7)	1 (.1)	3 (.4)	677 (94)	724

a. B = Black, O = Oriental, S = Spanish Surname, NA = Native American, AO = All Other.

b. Percentages are listed in parentheses.

c. Full time and part time data on total undergraduate and graduate students as of 10/1/73.

TABLE I

FALL 1974

SCHOOL OF NURSING

STUDENT ENROLLMENT BY YEAR AND STATUS<sup>a,b,c</sup>

FULL TIME

<u>Class</u>	<u>B</u>	<u>O</u>	<u>S</u>	<u>NA</u>	<u>AO</u>	<u>All Students</u>
1st Year						
2nd Year						
3rd Year	21	1	0	4	226	252
4th Year	32	1	1	0	362	396
Undergraduate	53 (8)	2 (.3)	1 (.1)	4 (.6)	588 (91)	648
<u>Graduate</u>	18 (17)	0	0	0	86 (83)	104
<u>TOTALS</u>	71 (9)	2 (.3)	1 (.1)	4 (.6)	674 (90)	752

- a. B = Black, O = Oriental, S = Spanish Surname, NA = Native American, AO = All Other.
- b. Percentages are listed in parentheses.
- c. Full time and part time data on total undergraduate and graduate students as of 10/1/73.

TABLE I

FALL 1974

SCHOOL OF NURSING

STUDENT ENROLLMENT BY YEAR AND STATUS<sup>a,b,c</sup>

PART TIME

<u>Class</u>	<u>B</u>	<u>O</u>	<u>S</u>	<u>NA</u>	<u>AO</u>	<u>All Students</u>
1st Year						
2nd Year						
3rd Year						
4th Year						
Undergraduate	0	0	0	0	3 (100)	3
<u>Graduate</u>	10 (10)	1 (1)	0	1 (1)	90 (88)	102
<u>TOTALS</u>	10 (9)	1 (.9)	0	1 (.9)	93 (89)	105
GRAND TOTAL	81 (9)	3 (.3)	1 (.1)	5 (.6)	767 (90)	857

a. B = Black, O = Oriental, S = Spanish Surname, NA = Native American, AO = All Other.

b. Percentages are listed in parentheses.

c. Full time and part time data on total undergraduate and graduate students as of 10/1/73.



TABLE I

FALL 1974

SCHOOL OF PHARMACY

STUDENT ENROLLMENT BY YEAR AND STATUS<sup>a,b,c</sup>

FULL TIME

<u>Class</u>	<u>B</u>	<u>O</u>	<u>S</u>	<u>NA</u>	<u>AO</u>	<u>All Students</u>
1st Year						
2nd Year						
3rd Year	5	2	1	0	83	91
4th Year	3	2	0	1	83	89
5th Year	2	1	0	1	59	63
Undergraduate	10 (4)	5 (2)	1 (.4)	2 (.8)	225 (93)	243
<u>Graduate</u>	1 (5)	0	0	0	19 (95)	20
<u>TOTALS</u>	11 (4)	5 (2)	1 (.4)	2 (.8)	244 (93)	263

- a. B = Black, O = Oriental, S = Spanish Surname, NA = Native American, AO = All Other.
- b. Percentages are listed in parentheses.
- c. Full time and part time data on total undergraduate and graduate students as of 10/1/73.

TABLE I

FALL 1974

SCHOOL OF PHARMACY

STUDENT ENROLLMENT BY YEAR AND STATUS<sup>a,b,c</sup>

PART TIME

<u>Class</u>	<u>B</u>	<u>O</u>	<u>S</u>	<u>NA</u>	<u>AO</u>	<u>All Students</u>
1st Year						
2nd Year						
3rd Year						
4th Year						
Undergraduate	0	0	0	0	6 (100)	6
<u>Graduate</u>	1 (6)	0	0	0	16 (94)	17
<u>TOTALS</u>	1 (4)	0	0	0	22 (96)	23
GRAND <u>TOTAL</u>	12 (4)	5 (2)	1 (.3)	2 (.3)	266 (93)	286

- a. B = Black, O = Oriental, S = Spanish Surname, NA = Native American, AO = All Other.
- b. Percentages are listed in parentheses.
- c. Full time and part time data on total undergraduate and graduate students as of 10/1/73.

TABLE I

FALL 1974

SCHOOL OF SOCIAL WORK AND COMMUNITY  
PLANNING  
STUDENT ENROLLMENT BY YEAR AND STATUS<sup>a,b,c</sup>

FULL TIME

<u>Class</u>	<u>B</u>	<u>O</u>	<u>S</u>	<u>NA</u>	<u>AO</u>	<u>All Students</u>
1st Year						
2nd Year						
3rd Year						
4th Year						
<u>Professional</u>						
<u>Graduate</u>	62 (14)	1 (.2)	1 (.2)	3 (.7)	377 (85)	444
<u>TOTALS</u>	62 (14)	1 (.2)	1 (.2)	3 (.7)	377 (85)	444

- a. B = Black, O = Oriental, S = Spanish Surname, NA = Native American, AO = All Other.
- b. Percentages are listed in parentheses.
- c. Full time and part time data on total undergraduate and graduate students as of 10/1/73.

TABLE I

FALL 1974

SCHOOL OF SOCIAL WORK AND COMMUNITY  
PLANNING

STUDENT ENROLLMENT BY YEAR AND STATUS<sup>a,b,c</sup>

PART TIME

<u>Class</u>	<u>B</u>	<u>O</u>	<u>S</u>	<u>NA</u>	<u>AO</u>	<u>All Students</u>
1st Year						
2nd Year						
3rd Year						
4th Year						
<u>Professional</u>						
<u>Graduate</u>	7 (7)	0	0	0	98 (93)	105
<u>TOTALS</u>	7 (7)	0	0	0	98 (93)	105
<hr/>						
GRAND TOTAL	69 (13)	1 (.2)	1 (.2)	3 (.6)	475 (86)	549

- a. B = Black, O = Oriental, S = Spanish Surname, NA = Native American, AO = All Other.
- b. Percentages are listed in parentheses.
- c. Full time and part time data on total undergraduate and graduate students as of 10/1/73.

TABLE I

FALL 1974

DENTAL HYGIENE  
(ALLIED HEALTH)

STUDENT ENROLLMENT BY YEAR AND STATUS<sup>a,b,c</sup>

<u>Class</u>	<u>B</u>	<u>O</u>	<u>S</u>	<u>NA</u>	<u>AO</u>	<u>All Students</u>
1st Year						
2nd Year						
3rd Year	0	1	0	0	29	30
4th Year	1	0	0	0	23	24
Undergraduate	1 (2)	1 (2)	0	0	52 (96)	54
<u>Graduate</u>						
<u>TOTALS</u>	1 (2)	1 (2)	0	0	52 (96)	54

- a. B = Black, O = Oriental, S = Spanish Surname, NA = Native American, AO = All Other.
- b. Percentages are listed in parentheses.
- c. Full time and part time data on total undergraduate and graduate students as of 10/1/73.

TABLE I

FALL 1974

MEDICAL TECHNOLOGY  
(ALLIED HEALTH)

STUDENT ENROLLMENT BY YEAR AND STATUS<sup>a, b, c</sup>

<u>Class</u>	<u>B</u>	<u>O</u>	<u>S</u>	<u>NA</u>	<u>AO</u>	<u>All Students</u>
1st Year						
2nd Year						
3rd Year						
4th Year						
Undergraduate	2 (8)	1 (4)	0	1 (4)	20 (83)	24
<u>Graduate</u>						
<u>TOTALS</u>	2 (8)	1 (4)	0	1 (4)	20 (83)	24

- a. B = Black, O = Oriental, S = Spanish Surname, NA = Native American, AO = All Other.
- b. Percentages are listed in parentheses.
- c. Full time and part time data on total undergraduate and graduate students as of 10/1/73.

TABLE I  
FALL 1974  
PHYSICAL THERAPY  
(ALLIED HEALTH)  
STUDENT ENROLLMENT BY YEAR AND STATUS<sup>a, b, c</sup>

<u>Class</u>	<u>B</u>	<u>O</u>	<u>S</u>	<u>NA</u>	<u>AO</u>	<u>All Students</u>
1st Year						
2nd Year						
3rd Year	5	1	0	0	46	52
4th Year	3	0	1	0	49	53
Undergraduate	8 (8)	1 (1)	1 (1)	0	95 (90)	105
<u>Graduate</u>						
<u>TOTALS</u>	8 (8)	1 (1)	1 (1)	0	95 (90)	105

- a. B = Black, O = Oriental, S = Spanish Surname, NA = Native American, AO = All Other.
- b. Percentages are listed in parentheses.
- c. Full time and part time data on total undergraduate and graduate students as of 10/1/73.

TABLE I

FALL 1974

RADIOLOGIC TECHNOLOGY  
(ALLIED HEALTH)

STUDENT ENROLLMENT BY YEAR AND STATUS<sup>a,b,c</sup>

<u>Class</u>	<u>B</u>	<u>O</u>	<u>S</u>	<u>NA</u>	<u>AO</u>	<u>All Students</u>
1st Year						
2nd Year						
3rd Year	0	0	0	0	9	9
4th Year	0	0	0	0	7	7
Undergraduate	0	0	0	0	16 (100)	16
<u>Graduate</u>						
<u>TOTALS</u>	0	0	0	0	16 (100)	16

- a. B = Black, O = Oriental, S = Spanish Surname, NA = Native American, AO = All Other.
- b. Percentages are listed in parentheses.
- c. Full time and part time data on total undergraduate and graduate students as of 10/1/73.



TABLE II

FALL 1973 AND 1974 BLACK STUDENT AND TOTAL STUDENT BODY<sup>a</sup>

	<u>1973</u>	<u>1974</u>
Undergraduate and First Professional Student Body	2,918	3,031
Graduate Total Student Body	906	972
Total Student Body	3,824	4,003
Black Undergraduate and First Professional Student Body	213 (7)	238 (8)
Black Graduate Student Body	101 (11)	107 (11)
Total Black Student Body	314 (8.2)	345 (8.6)

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a. Percentages are listed in parentheses.

## UNIVERSITY OF MARYLAND AT BALTIMORE

## FACULTY DISTRIBUTION

## School of Social Work and Community Planning

Rank	All Employees			Black American			Other Minorities			White American		
	Total	M	F	Total	M	F	Total	M	F	Total	M	F
Professor	6	5	1	1	1	0	0	-	-	5	4	1
Assoc. Prof.	17	14	3	4	3	1	0	-	-	13	11	2
Asst. Prof.	35	23	12	7	2	5	1	1	0	27	20	7
Instructor	14	3	11	5	0	5	0	-	-	9	3	6
Lecturer												
Other												
Total	72	45	27	17	6	11	1	1	0	54	38	16
Percentage		(63)	(37)	(24)	(08)	(15)	(01)	(01)		(75)	(53)	(22)

## UNIVERSITY OF MARYLAND AT BALTIMORE

## FACULTY DISTRIBUTION

## School of Pharmacy

Rank	All Employees			Black American			Other Minorities			White American		
	Total	M	F	Total	M	F	Total	M	F	Total	M	F
Professor	9	9	0	0	-	-				9	9	0
Assoc. Prof.	8	8	0	0	-	-				8	8	0
Asst. Prof.	17	15	2	1	1	0				16	14	2
Instructor	5	4	1	0	-	-				5	4	1
Lecturer	2	2	0	0	-	-				2	2	0
Other												
Total	41	38	3	1	1	0				40	37	3
Percentage		(93)	(07)	(02)	(02)					(98)	(90)	(07)

Fall 1974

UNIVERSITY OF MARYLAND AT BALTIMORE

FACULTY DISTRIBUTION

School of Nursing

Rank	All Employees			Black American			Other Minorities			White American		
	Total	M	F	Total	M	F	Total	M	F	Total	M	F
Professor	4	0	4	1	0	1				3	0	3
Assoc. Prof.	14	0	14	1	0	1				13	0	13
Asst. Prof.	60	4	56	5	0	5				55	4	51
Instructor	71	0	71	1	0	1				70	0	70
Lecturer	1	0	1	0	-	-				1	0	1
Other												
Total	150	4	146	8	0	8				142	4	138
Percentage		(03)	(97)	(05)		(05)				(95)	(03)	(92)

## UNIVERSITY OF MARYLAND AT BALTIMORE

## FACULTY DISTRIBUTION

## School of Medicine

Rank	All Employees			Black American			Other Minorities			White American		
	Total	M	F	Total	M	F	Total	M	F	Total	M	F
Professor	97	92	5	1	1	0	3	3	0	93	88	5
Assoc. Prof.	115	102	13	4	3	1	9	9	0	102	90	12
Asst. Prof.	194	160	34	6	5	1	25	21	4	163	134	29
Instructor	80	49	31	3	2	1	18	15	3	59	32	27
Lecturer												
Other												
Total	486	403	83	14	11	3	55	48	7	417	344	73
Percentage		(83)	(17)	(03)	(02)	(01)	(11)	(10)	(01)	(86)	(71)	(15)

## UNIVERSITY OF MARYLAND AT BALTIMORE

## FACULTY DISTRIBUTION

## School of Law

Rank	All Employees			Black American			Other Minorities			White American		
	Total	M	F	Total	M	F	Total	M	F	Total	M	F
Professor	22	21	1	0	-	-	0	-	-	22	21	1
Assoc. Prof.	9	9	0	2	2	0	2	2	0	5	5	0
Asst. Prof.	5	0	5	0	-	-	0	-	-	5	5	0
Instructor												
Lecturer												
Other												
Total	36	35	1	2	2	0	2	2	0	32	31	1
Percentage		(97)	(03)	(06)	(06)		(06)	(06)		(89)	(86)	(03)

## UNIVERSITY OF MARYLAND AT BALTIMORE

## FACULTY DISTRIBUTION

## School of Dentistry

Rank	All Employees			Black American			Other Minorities			White American		
	Total	M	F	Total	M	F	Total	M	F	Total	M	F
Professor	22	22	0	0	-	-	0	-	-	22	22	0
Assoc. Prof.	38	36	2	0	-	-	6	5	1	32	31	1
Asst. Prof.	96	86	10	7	5	2	3	3	0	86	78	8
Instructor	45	28	17	4	2	2	0	-	-	41	26	15
Lecturer												
Other												
Total	201	172	29	11	7	4	9	8	1	181	157	24
Percentage		(86)	(14)	(05)	(03)	(02)	(04)	(04)		(90)	(78)	(12)

## UNIVERSITY OF MARYLAND AT BALTIMORE

## FACULTY DISTRIBUTION

## SUMMARY SHEET

Rank	All Employees			Black American			Other Minorities			White American		
	Total	M	F	Total	M	F	Total	M	F	Total	M	F
Professor	160	149	11	3	2	1	3	3	0	154	144	10
Assoc. Prof.	201	169	32	11	8	3	17	16	1	173	145	28
Asst. Prof.	407	293	114	26	13	13	29	25	4	352	255	97
Instructor	215	84	131	13	4	9	18	15	3	184	65	119
Lecturer	3	2	1	0	0	0	0	0	0	3	2	1
Other												
Total	986	697	289	53	27	26	67	59	8	866	611	255
Percentage		(71)	(29)	(05)	(03)	(03)	(07)	(06)	(01)	(88)	(62)	(26)



## First Mid-Year Desegregation Status Report

University of Maryland-Baltimore County

1975

Provide a brief description of UMBC, including educational mission and factors which make it unique from other public institutions in the state.

### Student Composition

Provide a narrative profile of the student body, (undergraduate and graduate), including racial composition of students entering UMBC for the first time last fall.

Discuss other-race recruitment efforts as outlined in the desegregation plan.

Discuss retention programs and their effectiveness; provide any available data on retention rates for minority and non-minority students.

### Financial Aid

Discuss financial aids available for minority students, the sources of financial aid funds, and the adequacy of these funds to meet the needs of students.

Discuss efforts to find new sources of financial aid funds.

Discuss financial aid needs to meet the projected 1980 enrollment goals, with particular attention to Other Race Grants.

### Employment Composition

Provide a narrative profile of faculty, administrative and classified staff according to racial composition.

Describe efforts to recruit minority faculty and associate staff personnel.

Discuss the status of additional personnel to be hired as indicated in the desegregation plan (i.e. appoint the Director of Learning Resources Program, enlarge the staff of the Office of Human Resources, expand the staff of African-American Studies).

Describe efforts designed to facilitate the aims and goals of the campus Affirmative Action Plan (e.g. planning and initiating, seminars for faculty, staff, and students, and in-service training programs for staff).

### Administrative Coordination

Discuss the status and efforts of the Commission for Minority Student Education. Provide a copy of their report, if possible.

University of Maryland-Baltimore County (con't.)

Administrative Coordination

Discuss efforts to insure minority representation on committees within the administrative level.

Program Cooperation

Discuss cooperative program efforts with other institutions, with particular attention to objectives in the desegregation plan.

UNIVERSITY OF MARYLAND BALTIMORE COUNTY  
FIRST MID-YEAR DESEGREGATION STATUS REPORT

Student Composition

UMBC's undergraduate student body enrollment for the fall 1974 semester was comprised of 2765 males and 2641 females. Of the undergraduate total (5406), 15.8% were minority group members (as defined by HEW). Of the minority group, 35.8% were male and 64.2% were female.

Minority-group representation is significantly higher among the group of new freshmen entering for the first time in September 1974. Of this group, 20.6% are categorized as minority. The total number of new matriculants (i.e., new freshmen entering for the first time) was 1431.

Of the 121 students enrolled in the graduate school, 97 of them were exclusively enrolled at UMBC. The breakdown is as follows:

<u>Graduate School Enrollment</u>	<u>Number of Minority</u>		<u>Number of Females</u>	
		Percent		Percent
Applied Mathematics	4	20.00%	7	35.00%
Biological Sciences	0	00.00	7	30.43
Chemistry	0	00.00	3	42.86
Psychology	1	3.57	16	57.14
Policy Science	2	10.53	8	42.11
Totals	7	7.22	41	42.27

Other-race recruitment efforts have been extremely productive. The Office of Minority Recruitment has done an outstanding job. Projections in the Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions showed a projection of 12% for 1974-5. We are presently 125% of the projection. Special and concentrated efforts will have to be effected in the area of graduate school recruitment, particularly in the area of the "hard sciences."

While there is no specific retention program designed especially for blacks, the university has put considerable effort and resources into Student Services through academic advising, counseling, LRP (Learning Resources Program). Special emphasis will be placed here on LRP, its structure and viability in the area of minority students.

LRP has operated with three distinct components (Exception Admits, Tutorial Service, and Remedial Classes). This service has been extremely functional in reducing the attrition due to scholarship. For more detailed information see the attached report on LRP.

## Financial Aid

All of the programs offered by the Financial Aid Office are available to any student who exhibits financial need. The majority of minority students are receiving some kind of financial aid.

The Office of Minority Recruitment offers a Scholastic Achievement Award. This award is granted to forty (40) minority students on an annual basis. The funds are provided by the UMBC Student Scholarship Program and administered by the Office of Financial Aid.

At the present time, the funds administered through the Financial Aid Office are sufficient to meet the needs of those students who apply. We do not have any monies, other than the funds designated in the paragraph above, which are specifically allocated to minority members. Such funds, if available, would improve the university's position in awarding "Full packaging" for students experiencing that kind of need.

The Federal Government provides all of the student aid funds dispensed by the university (with the exception of those funds described in paragraph two above). UMBC participates in all of the major Federal programs for student aid. We also encourage our students to participate in and apply for major external programs (e.g., Basic Grants, Maryland Higher Education Loans and state scholarships).

It is difficult to project financial aid needs for 1980. However, if we assume a growth pattern such as we have experienced over the period 1973-5, we would be able to service most of our students with Federal funds (providing the U.S. Government position of financial aid does not undergo any radical change). This university should immediately institute proceedings to participate in the "Other Race" grants program.

## Employment Composition

The total number of black faculty is 22.5 lines (with 320.83 lines assigned to UMBC). This represents 7.01% of the faculty. This percentage does not represent an increase in the presence of black faculty and some modus operandi will have to be implemented to increase this presence. This is particularly essential if we are to role models which are meaningful to black students. The following departments have no minority faculty: American Studies, Anatomy & Physiology, Biology, Chemistry, Classics, Foreign Languages, Geography, Linguistics, Mathematics, Music, Philosophy, Physics, Political Science, Psychology and Sociology. Over 40% of black faculty is in

one area, African-American Studies (9.50 lines). The 22.5 lines of black faculty, by rank, are distributed as follows:

Full Professors	2
Associate Professors	4.5
Assistant Professors	6
Instructors	8
Others	4

The above includes full and part-time.

The Associate Staff occupy 25% of the 72 lines assigned. Associate Staff is broken down into levels, according to amount and type of responsibility. Our records indicate the following:

Rank I	(\$ 8,973-\$17,323)	Total: 15	Minority: 3	Percent: 20.00
Rank II	(\$10,467-\$20,205)	37	8	21.62
Rank III	(\$14,241-\$23,569)	13	5	38.46
Rank IV	(\$17,942- up)	7	2	28.57

Excellent progress has been made in this area, and the distribution of blacks in the Associate Staff ranks is rather evenly distributed through all classes.

Classified Staff, in which 306 persons are employed, is composed of 46 minority employees or 15.03%. A further breakdown (see below) shows that the distribution is unequal, with the largest percentages of blacks at the lower salary range.

<u>Occupational Category</u>	<u>Percent Minority</u>
Officials & Managers	28%
Professionals	16%
Technicians	15%
Office & Clerical	15%
Craftsmen, Skilled	22%
Operatives, Semi-Skilled	40%

We have instituted a policy of advertising and searching for minority applicants in classified positions at and above grade 10 (\$8973 - up) in order to increase minority presence in these classified grades.

Money has been spent in 1974-5 to visit conventions, conferences, seminars, etc., where it was felt there would be a large black presence. This was done in an attempt to identify potential minority candidates for faculty openings. A total of 24 resumes were submitted through the channel which this activity afforded. Every job opening at UMBC at the level of Associate

Staff or Faculty is forwarded to the National Affirmative Action Officers Talent Bank, University of Minnesota. It is customary, in the event of a faculty vacancy, to search for candidates or leads on candidates from the major black institutions (e.g., Howard, Fisk, Atlanta University, etc.).

A director, Dr. Virginia Redd, has been hired for the Learning Resources Program; an Assistant Director of Financial Aid, Mr. Kenneth Waters, has been hired. The additional person requested for the Office of Human Resources has not yet been hired although monies have been appropriated for the position. It is intended that this person will be added to the Human Resources staff on or about July 1, 1975.

In 1973-4, the Office of Human Resources conducted a three-day Seminar "The Psychological Survival of the Black Student". The seminar/workshop was designed primarily for the black undergraduate at UMBC. In 1974-5, the Office of Human Resources sponsored two workshops, Racism and Sexism, for the Office of Student Services. No in-service programs have been implemented for faculty and staff, but the projections are that such a seminar/workshop will be offered in 1975-6. However, through a grant by NIMH, the university, under the direction of Dr. Daphne Harrison, is investigating components of racism. This study is funded over a two-year period. A result of the study should be some defined direction for attitudinal changes at UMBC for students, faculty, and staff.

#### Administrative Coordination

The Chancellor's Commission on Minority Student Education convenes each Wednesday, and will not make a report with recommendations to the Chancellor, until the end of June, 1975. The areas being specifically examined by the Commission are (1) Administrative Practices and Policies, (2) Student Services, (3) Student Life and (4) Academic Programs. The minutes of the meetings of the Commission are available upon request.

The University Senate has a Committee on Equal Rights and Opportunity and one of its major thrusts is to ensure that minority and female representation exists on all standing committees. There are minority members on each of the following university-wide committees: The Future of the University, Executive Staff Committee, and the Deans Committee. Efforts are also made to include minorities on screening committees for major appointments.

### Program Cooperation

Students seeking some specialized work in areas not covered at UMBC are encouraged to attend other public post-secondary institutions in the area where such courses are offered. Two examples of cooperative programs are the Special Education offering at Coppin State College and the Urban Studies offering at Morgan State College. A well established program of cooperative registration facilitates the movement of students between campuses. These students register at the home institution and pay a single tuition fee to that campus. The same facilitation to take courses at UMBC is offered to students at Morgan State and Coppin State Colleges.

## First Mid-Year Desegregation Status Report

University of Maryland-College Park

1975

Provide a brief description of UMCP, including educational mission and factors which make it unique from other public institutions in the state.

### Student Composition

Provide a narrative profile of the student body (undergraduate and graduate) including racial composition of students who entered UMCP for the first time last fall.

Discuss other race recruitment efforts for undergraduate and graduate students as outlined in the desegregation plan.

Discuss retention programs as outlined in the desegregation plan. Provide any available information on retention rates of minority and non-minority students.

### Financial Aid

Discuss financial aids available for minority students, the sources of financial aid funds, and the adequacy of these funds to meet the needs of students.

Discuss efforts to find new sources of financial aid funds.

Discuss financial aid needs to meet the projected 1980 enrollment goals, with particular attention to Other Race Grants.

### Employment Composition

Provide a narrative profile of faculty, administrative and classified staff according to racial composition.

Discuss recruitment efforts for minority faculty and administrative staff.

Discuss the status of programs to upgrade classified employees.

### Administrative Coordination

Discuss efforts to ensure minority representation on policy making committees.



University of Maryland-College Park (con't.)

Program Cooperation

Discuss cooperative program efforts with other institutions, with particular attention to objectives in the desegregation plan.

## UMCP SUMMARY DESEGREGATION STATUS REPORT

May 31, 1975

The principal effort of the UMCP Campus during the first year of Maryland State Desegregation Plan implementation has been to consolidate the organizational changes so as to accelerate the progress towards our programmatic objectives. This summary will sketch our progress in a format closely reflecting our organization.

The principal academic activity of the Campus occurs in the 5 academic Divisions. The Provost of each Division is responsible for the efficient and fair execution of University policy and commitments towards affirmative action and desegregation. Each of the three offices of Vice Chancellor supports the fundamental academic mission of the Campus, cutting across the operations of the Campus to expedite matters of desegregation, affirmative action and equal opportunity. The Campus-level office of the Director of Human Relations Programs acts for the Chancellor in monitoring all of these efforts by the academic Divisions and the Vice Chancellor offices.

### Division of Agricultural and Life Sciences

Major emphasis has been placed on the areas of recruitment, retention and career placement:

Undergraduate recruitment efforts have focused on Merit Scholarship Award recipients. Campus visits are scheduled for prospective minority graduate students.

Women minority students were actively recruited through the conference on "Career Opportunities for Women in Science and Engineering".

Career choice and financial aid information is being distributed to minority high school students (male and female) through the distribution of pertinent information to their schools.

Students having academic problems with Chemistry are being identified and tutored.

### Division of Mathematical and Physical Sciences and Engineering

Recruitment materials were mailed to pertinent high school students designated by the National Achievement Scholarship Program for Outstanding Negro students as semifinalists in coordination with EORP staff.

Students doing poorly midsemester in selected courses within the Division were identified, contacted and tutored.

Recruitment of a person to teach a preparatory Math course is under way. Minority high school personnel are under active consideration.

### Division of Behavioral and Social Sciences

Undergraduate retention efforts included expanded program offerings, including the development of new interdisciplinary courses, improved advisement services and initiation of a program to identify and tutor students needing academic assistance.

Additional minority graduate students are being recruited by broadening the contact network and by providing them with financial aid in the form of assistantships.

Faculty/staff recruitment efforts have resulted, to date, in the serious consideration of 10/15% more faculty candidates and in additional minority staff hired.

#### Division of Arts and Humanities

Undergraduate recruitment efforts were expanded. Graduate programs are increasing teaching assistantships for minority students. Minority faculty recruitment efforts continue. An Assistant Provost line has been designated for a divisional affirmative action officer.

#### Division of Human and Community Resources

Additional minority faculty and students are being recruited. Tutorial, financial aid and retention efforts continue, supported by the Division office.

The Physical Education Department has approached or exceeded Desegregation goals for graduate student, staff, and faculty, minority representation.

Minority student recruitment and financial aid efforts are being continued in the College of Library and Information Services.

Each department within the College of Education reports minority representation within some or all its personnel categories. Expanded program offerings deal with devising solutions to minority students' academic problems.

#### Office of Academic Affairs

The principal activity within the Office of Academic Affairs during the past year has been concentrated in the Offices of Admissions and Registrations, Undergraduate Studies, Graduate Studies and the Office of Minority Student Education. The Graduate Studies Office has concentrated its retention efforts through support of the Black Graduate Student Association. It has also sought to secure grant money from which to provide minority student support. Recruiting efforts have included visits by members of the staff of the Graduate Office to the predominantly black Colleges in Maryland, Delaware and Virginia during the past year.

The Office of Admissions and Registrations provided implementation support to the Equal Opportunity Recruitment Program (in the Office of Minority Student Education) through the OAR, Personal Decision Program and the Baltimore and Washington College Fairs last Fall. Particular efforts have been made to include in OAR publications articles of special interest to potential minority students. Finally, the OAR made available its expertise and contacts with the Student Search Program.

The Office of Minority Student Education has continued its concentrated effort on recruitment, retention and graduation of minority students. While each of the minority student populations on the Campus has been given particularized attention by this Office, a special concern of the Equal Opportunity Recruitment Program is to increase the number of Spanish surname students and native American students. The

EORP effort has now reached a stage where staff members in that Office are in continuous contact with and making special efforts in all high schools in the State from which come minority undergraduates. The specialized programs like Upward Bound, working with high school students; and Intensive Educational Development Program (IED) working with UMCP undergraduates, are stable programs moving towards becoming more institutionalized in the academic mainstream of Campus operations. The NYUMBURU Center is broadening its focus, directing its efforts towards both minority student retention and cross-cultural programming. The flow of minority student graduation will be increasingly closely monitored by OMSE as well as other offices on the Campus.

A report on the role and function of OMSE is in preparation by the Chancellor's Commission on Minority Student Education. Its recommendations will be presented shortly to the Chancellor.

#### Office of Administrative Affairs

The principal efforts of the Office of Administrative Affairs with respect to the programmatic objectives outlined in the Maryland Desegregation Report have to do with the operations of the Personnel Office. During the past year the Personnel Office has assured that all advertisements contain a clear statement of the desegregation and affirmative action position of the University. Additional efforts are being made to bring openings to the attention of potential minority employees and these are continually under review. A Spanish-speaking recruiter has been hired in this office and is working with community agencies to solicit referrals. The Office is evaluating existing clerical tests to insure their validity, and is conducting supervisory workshops and other skill development programs for incumbent staff.

#### Office of Student Affairs

The Student Affairs Office provides support for minority student involvement in Campus life outside the classroom, thereby aiding in the recruitment and retention of minority students. It initiates and implements a variety of programs, activities and entertainment of interest to minority students; offers professional assistance to minority student groups; addresses special housing needs; supports minority groups in the use of physical facilities such as the Student Union; schedules special new student orientation programs; and attempts to bring together, through activities, the minority and non-minority students of the Campus, educating each to the needs, heritage and culture of the other.

The activities of the Student Affairs Office which for purposes of this summary are self-explanatory are: new student orientation; the Health Center; Counseling Center; Resident Life and Housing; Student Union; and the Judiciary Office.

#### Office of the Director of Human Relations Programs

Campus-level programmatic efforts are increasingly emphasized by this Office. The Offices of Provost and the Offices of Vice Chancellor are being structured to be directly responsible for affirmative action towards equal opportunity of employees and the implementation of desegregation efforts with respect to undergraduate and graduate students. The Human Relations Office performs a Campus-level monitoring function for the Chancellor directly. It facilitates the operation of the academic Divisions and Vice Chancellor Offices by organizing workshops, conducting organizational development activities, supporting Chancellor Commissions, documenting, analyzing and distributing pertinent information and by consulting with each of these and other offices.

The Human Relations Office also has a liaison relationship to the Campus Senate which has a standing Committee on Human Relations. Finally, this is the Campus-level office to which is referred employee or student grievances based on discrimination after previous efforts by Provosts or Vice Chancellors have failed.

#### Chancellor's Office

During this first year of State effort just past, the College Park Campus has undergone a strenuous transition from its first Chancellor to an Acting Chancellor to the appointment of a new Chancellor. Desegregation implementation efforts have been continuous, notwithstanding. It is expected that future reports of this kind will point with additional detail to progress in the areas previously identified.

## First Mid-Year Desegregation Status Report

University of Maryland-Eastern Shore

1975

Provide a brief description of UMES, including educational mission and factors which make it unique from other public institutions in the state.

### Student Composition

Provide a narrative profile of the student body, including racial composition of students who entered UMES for the first time last fall.

Discuss other race recruitment efforts and efforts designed to increase community participation in campus activities.

Discuss retention programs, including efforts to improve the quality of campus life for other race students and academic study skills programs. Provide any data available on retention rates of minority and non-minority students.

### Financial Aid

Discuss financial aids available for students, the sources of financial aid funds, and the adequacy of these funds to meet the needs of students.

Discuss efforts to find new sources of financial aid funds.

Discuss financial aid needs to meet the projected 1980 enrollment goals, with particular attention to Other Race Grants.

### Employment Composition

Provide a narrative profile of faculty, administrative and classified staff according to racial composition.

Discuss educational opportunities available for employees.

### Administrative Coordination

Discuss status, membership, and activities of the Executive Cabinet and University Senate.

### Program Cooperation

Discuss cooperative program efforts with other institutions, with particular attention to objectives in the desegregation plan.

## Mid-Year Desegregation Status Report

UNIVERSITY OF MARYLAND, EASTERN SHORE

1975

The University of Maryland, Eastern Shore continues to reaffirm in its day-to-day operation and its long range planning, its commitment to the overall desegregation efforts being undertaken in the State of Maryland, specifically as it relates to the UMES campus and its efforts to provide quality educational opportunities to all who can benefit from them.

The overall thrust continues to be towards increasing the quality of the total operation of the campus. This is unique as it relates to "desegregation efforts" since most campuses must work toward quantitative goals first (although not at the expense of quality). The UMES campus' mission, goal, and objectives demand such a qualitative commitment for it is believed that the only way for a traditionally black institution to achieve a more representative racial balance is for it to become qualitative in all areas within the context of national standards and trends. By doing so it will become more appealing to all segments and races of the general public.

### STUDENT COMPOSITION

The student population of the UMES campus continues to come from all areas of the state and includes out-of-state and foreign students as well. During the Fall 1974 semester, 63.85% of the students were from Maryland, 26.17% were from out-of-state, and 9.98% were foreign. It is anticipated that a greater percentage of Maryland students will attend UMES in the future, based upon local recruitment efforts and community involvement. The racial composition of the student body has improved significantly over the past four years; and during the Fall 1974 semester, 67.95% were black, 21.31% were white, and 10.74% were foreign.

Efforts to improve the overall quality of education will be enhanced by the recent approval of two new honors programs which are scheduled for implementation in the Fall 1975 semester. In addition, the renovation of existing facilities and construction of new ones (including a new Performing Arts Center, Co-ed Dormitory, Student Development Center) will serve to attract greater numbers of local students as a result of local community groups visiting the campus in increasing numbers and utilizing the facilities.

General data with reference to retention of students is currently maintained by the Office of Institutional Research, and the machinery is being expanded to include breakdowns by race for purposes of these reports. This data will begin to be available in the Fall 1975 and will be maintained thereafter on a continuing basis.

### FINANCIAL AID

Financial aid continues to be an area of major concern for the UMES campus. The University of Maryland, Eastern Shore is committed to utilizing every possible means to assist its students in obtaining financial aid and thus requested that \$90,000 in desegregation funds be earmarked for financial aid. These monies should be available to all students based upon need and regardless of race, for to limit such funds to "other race" (white) students at the UMES campus would defeat one of the primary purposes of such funds - that is, to eliminate past inequities which have prevented blacks and other minorities from obtaining a quality education. (It should be made clear, however, that the availability of such funds would also attract "other race" students also in need of financial assistance as these funds would not be available to them at a predominantly white campus.)

### EMPLOYMENT COMPOSITION

The University of Maryland, Eastern Shore has been extremely successful in recruiting, hiring, and retaining a multiracial staff in all areas of employment. In the Fall 1974, 46.81% of the faculty were black, 47.87% were white, and 5.32% were other minorities. In the administrative-professional area, 53.57% were black, 41.07% were white, and 5.36% were other minorities. The classified staff breakdown was 73.72% black, 25.64% white, and .64% other minorities. The changes in classified staff represent a significant increase in white employment as compared to previous year changes (the Fall 1973 figures were 79.86% black, 19.42% white, and .72% other). This was the one area where special attention has been given to increase the "other race" (white) representation and, as a result, significant changes have been effected.

### PROGRAM COOPERATION

Continued and expanded program cooperation between UMES and SSC, and UMES and the other campuses of the University of Maryland system, will continue to be emphasized, particularly with reference to the overall efforts related to desegregation and the improvement of quality offerings provided by the campus. These cooperative efforts serve the dual purpose of providing expanded opportunities (particularly with reference to entry into professional schools) for our minority students while, at the same time, providing an attraction to "other race" students who wish to benefit from these arrangements.

### ADMINISTRATIVE COORDINATION

The UMES segment of the Desegregation Plan continues to be administered and monitored by the Executive Cabinet and the UMES Senate (both of which are multiracial). The day-to-day operations remain under the general supervision of the Human Relations Officer.



In conclusion, the UMES campus is confident at this time that its efforts to provide and improve quality educational opportunities for all people on the Eastern Shore have been extremely effective and successful. In addition, the overall racial picture is evidence that the UMES campus is committed to the desegregation efforts related to the Statewide Desegregation Plan.

First Mid-Year Desegregation Status Report

University of Maryland-University College

1975

Provide a brief description of University College including educational mission and factors which make it unique from other public institutions in the state.

Student Composition

Provide a narrative profile of students attending courses for credit, including such characteristics as racial composition, age ranges, degree status, counties of origin, income levels, educational goals, etc.

Discuss other-race recruitment efforts as outlined in the desegregation plan.

Discuss efforts to evaluate retention rates for minority and non-minority students; also discuss programs designed to assist students to complete their educational goals.

Financial Aid

Discuss financial aids available to minority students, the sources of financial aid funds, and the adequacy of these funds to meet the needs of students.

Discuss efforts to find new sources of financial aid funds.

Discuss financial aid needs to meet the projected 1980 enrollment goals, with particular attention to possible Other Race Grant needs.

Employment Composition

Provide a narrative profile of faculty, administrative and classified staff according to racial composition. Include a discussion of the unique nature of faculty at University College.

Discuss educational opportunities available to employees of University College and other campuses of the University of Maryland. Provide any data available relating to the employees' use of these opportunities.

FIRST MID-YEAR DESEGREGATION STATUS REPORT  
UNIVERSITY OF MARYLAND-UNIVERSITY COLLEGE 1975

Description

University of Maryland, University College is the continuing education component of the University of Maryland. Its goal is to provide educational opportunities for the adult citizens of the State of Maryland who cannot attend classes on a full-time basis. It is unique in the University system in that (a) it provides these opportunities without any direct State funded support, (b) it has traditionally dealt with groups of clientele as well as with individual clients, and (c) its degree programs as distinguished from its non-degree (credit) and non-credit programs are designed to provide the necessary flexibility which the part-time adult student needs.

I. Student Composition

Data on UMUC students supports the contention that adult students are highly varied. However, a description of UMUC students on certain characteristics may serve to illustrate both this diversity and their differences from traditional campus students. University College students range in age from under 17 to over 63. Most are in the 26 to 30 category. Slightly over one half of UMUC students are male and most are married. Over eighty percent of UMUC students are employed full time. While most students register for no more than two courses, most are pursuing a degree. A survey of fall admissions decisions indicates that approximately 35% of those admitted already hold a degree ranging from AA to Ph.D. Analysis of Spring 1975 enrollments reveals the following racial/ethnic composition of the UMUC student body: American Indian, .4%; black, 10.8%; oriental .9%; Spanish surnamed, 1.1%; and other, 86.8%. Over 50% of these students reside in Prince Georges or Montgomery counties. Out of state students constitute about 13% of the student body.

Recruitment/Retention Efforts

Because of the unique nature of UMUC students recruitment efforts have focused upon federal agency and employer involvement. It is our opinion that such employer sponsorship is the most effective means of reaching potential other race students. Additionally, UMUC seeks to assist the worker student attain his educational objective by offering increased options and services designed to meet his needs. The CLEP program (and CLEP prep), the weekend program, career and curriculum guidance programs, and non-terminal certification programs all assist adult students to complete their programs more easily. The nature of UMUC students makes both retention and the evaluation of retention difficult. It is estimated that only one third of the students in a given semester re-enroll in the following semester. A survey of these students indicates that the majority (over 60%) have reached their educational objective.

II. Financial Aid

Financial aids available to minorities are those Federal programs--Basic Educational Opportunity Grant, Supplemental Educational Opportunity Grant, National Direct Student Loan, College Work Study, and Guaranteed Student Loans--which are available to all students. There are no specific programs available only to minorities. In this first year of funding, minority participation in Federal aid programs represented 37% of all applicants and 34% of all recipients. This is well above the percentage of minority representation in student composition.

However, adequate funds have not been available to meet the needs of those minorities interested in applying for scholarship and grant programs. Efforts to find and increase aid funds for minority students are a part of the Financial Aid Office's goal for overall development. A referral service has been developed in the Financial Aid Office

to make students aware of alternate sources of funding from other agencies where they may apply.

Solicitation for scholarship funds were sent to the University College alumni by the University of Maryland's Central Administration and from the local alumni chapter. Also, the honor society of University College, Alpha Sigma Lambda, has devised a scholarship program and hopes to provide more opportunities for University College students in the future. The Financial Aid Office has researched Foundation information and will prepare proposals for submission to these agencies for scholarship funds.

Unfortunately, University College along with the Community Colleges is not considered for funding from the State of Maryland for "Other Race Grants". If funded by the State, this program could make grants directly available to minorities for their education. The result would be to boost our recruiting efforts to increase minority enrollment and to meet projected 1980 enrollment goals.

### III. Employment Composition

Approximately 19% of the full-time staff is black. Approximately 79% of the full-time staff is white. By occupational activity, the black full-time category yields no full-time faculty who are black and less than 1% other races. With respect to administrative and professional non-instructional, approximately 9% are black and 91% are white. With respect to the classified employees, approximately 20% are black, 79% are white and less 1% are other race. With respect to the full-time faculty, it should be noted that University College draws its faculty on assignment from the campus which has jurisdiction over the specific credit courses offered. Its full-time faculty are in every instance persons who are completing doctoral dissertations. In addition, University College has assigned to it faculty members who are on the regular staff and who teach on an overload basis. As reported, these 659 faculty are reported elsewhere as full-time employees by the other campuses of the University. It should also be noted that there are 122 part-time faculty who did not respond to our racial questionnaire. From the data given us, the part-time faculty are comprised of 2% black, 5% other race and 93% white.

University College faculty, administrative staff and classified employees have available to them educational opportunities for the purpose of increasing their mobility. During the past fall semester 27% of the University College employees availed themselves of opportunities for advancement somewhere in the University system. Despite the fact that University College receives no direct State aid it permits full-time employees from other campuses of the University of Maryland, with the exception of full-time faculty, to enroll in its courses. During the past fiscal year, 549 employees availed themselves of the courses offered by University College. From the College Park Campus, 360 came, 110 came from University of Maryland at Baltimore, 12 came from University of Maryland Baltimore County and 67 came from University College. This resulted, using the undergraduate rate of \$31 per semester hour, and assuming an average of 3 semester hours per student, in a reduction of income of \$51,057. Unfortunately, the reality of matching these remission of fees with racial data does not exist at this time, and we are unable to provide a racial or sexual breakdown according to user.

CHAPTER III



CHAPTER III  
SUMMARY OF DESEGREGATION ACTIVITY  
OF THE MARYLAND COUNCIL FOR HIGHER EDUCATION  
FEBRUARY-JULY 1975

This is a summary of the activities of the Council which relate to the desegregation of the public postsecondary education institutions in the State of Maryland. The summary of the activities of the public postsecondary education institutions which relate to desegregation are reported elsewhere (Chapter II) with evaluative comments by MCHE (Chapter I). The Council previously reported activities which relate to desegregation for the August (1974) - January (1975) period in its First Annual Desegregation Status Report.

A. NEW ACADEMIC PROGRAMS AND FACILITIES REVIEW

1. Programs

The Council's desegregation staff examined all proposals for new academic programs in Maryland's public postsecondary education institutions to be implemented in the Fall of 1975 for their potential impact on the State's desegregation efforts. The desegregation staff considered the following factors in reviewing the program proposals:

- a) Impact on comparable or similar programs, if any, at other public higher education institutions in the State.
- b) Current racial composition of full and part-time student enrollment at the proposing institution, and 1980 projected racial composition.
- c) Racial composition of comparable or similar programs offered by nearby and other public higher education institutions.
- d) Availability of financial aids at the proposing institution.

In turn, the Coordination and Review Committee presented its recommendations regarding the proposed programs for the Council to consider at its May 9, 1975 meeting. The Chairman of the Coordination and Review Committee noted that the Committee had perceived no adverse effect on the desegregation effort of the

State or of the proposing institutions which would result from implementation of any of the programs recommended by the Committee for Council endorsement. The Committee announced and held an open meeting on May 20, 1975 to hear comments, positive or negative, from any interested persons. As a result of that meeting and input from the boards and institutions concerned, the Committee changed its position on several of its recommendations for endorsement or non-endorsement. The Council approved all the recommendations for program endorsement at its June 6, 1975 meeting. The desegregation impact of changing Morgan State College to Morgan State University was also considered by the Council. See page 176 of this chapter for the recommendation and synopsis of the legislation pertaining to the change and page 173 for the Committee to Study Higher Education in the Baltimore Metropolitan Region recommendation.

Following is a listing of the academic programs for public postsecondary education institutions which were recommended for endorsement by the Maryland Council for Higher Education for Fall 1975 implementation.\*

Community Colleges

Catonsville:	Machining & Tooling Technology (AA) Cert) Construction Management Technology (AA) Cert.) Industrial Maintenance Technology (AA) Cert.)
Charles County:	Real Estate (AA) Cert
Chesapeake:	Early Childhood Development (Cert.)
Baltimore:	Piano Technician (AA) Cert)
Dundalk:	Media Technology (AA) Secretarial Science (AA) Cert)
Essex:	Restaurant & Club Management (AA) Cert) Data Processing (AA) Cert) Packaging Technology (AA) Cert) Podiatric Assistant (AA) Cert)
Frederick:	Dental Assistant (Cert.) Industrial Technology (AA) (Electric Power Option) (AA) Cert)

\*Note: The Council's proposed Program Review Manual is still under consideration for approval.



Garrett:	Law Enforcement (AA), <i>Cert</i>
Harford:	Accounting (AA)
	Criminal Justice (AA)
Howard:	Business Management (AA)
	Carpenter's Helper (Cert.)
Prince George's:	Child Care Assistant (AA), <i>Cert</i>

State Colleges

Morgan:	Art (MA)
Towson:	Health Record Administration (BS)
University of Baltimore:	Applied Psychology (MS)
	Master of Public Administration (MPA)
	Taxation (MS)

University of Maryland

UMBC:	Applied Sociology (MA)
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2. Facilities

There were only two new facilities and one modification of an existing facility endorsed for approval by the Council during the period of this Mid-Year Report. They are as follows:

Community Colleges

Hagerstown:	Construction of assembly building
Baltimore:	Construction of nursing school facility
Essex:	Modification of existing space in science building

The potential impact on desegregation efforts of these facilities was analyzed by the Council's desegregation staff before recommendations were presented to the Council for approval. The desegregation staff had considered the following factors in reviewing the facilities proposals:

- a) Present and projected racial composition of the proposing institutions.
- b) Present racial composition of students enrolled in the programs to be served by the facility.
- c) Potential impact on neighboring institutions' desegregation efforts.

B. MONITORING AND COORDINATION OF THE PUBLIC POSTSECONDARY EDUCATION INSTITUTIONS MID-YEAR DESEGREGATION STATUS REPORTS

Each of the State colleges, campuses within the University

system, selected community colleges and staff members of each of the segment boards were visited to monitor their desegregation efforts and to coordinate reports for inclusion in the First Mid-Year Desegregation Status Report. Generally, the chief executive officer, the affirmative action officer, and faculty and administration staff with responsibility for implementing the institution's desegregation plan were interviewed. Planning of the visits and making the visits consumed more than two months of the Council's desegregation staff time. The visits to the institutions, while time consuming, were constructive. The results of these visits along with the Council's evaluative comments are reported in Chapter I and II of this Report. Additionally, the Council's desegregation staff members accompanied representatives of Region III of the Office for Civil Rights during a series of on-site campus visitations during a two week period in April, 1975. As of this date, the Council has not received a formal response from the Region III office of the Office for Civil Rights regarding those visits, nor to its First Annual Desegregation Status Report.

C. REGION III OF THE OFFICE FOR CIVIL RIGHTS VISIT TO MCHE MEETING

On April 4th, representatives of Region III of the Office for Civil Rights (Mr. Robert Harvey and Ms. Barbara Rosenberg) attended and addressed a meeting of the Maryland Council for Higher Education. (See Appendix C for the Council's letter of invitation to the Office for Civil Rights and Appendix D for minutes of the Council meeting pertaining to this visit). The Council *invited* the representatives of Region III of the Office for Civil Rights as an occasion to exchange

concerns regarding the implementation of the Maryland Desegregation Plan. The Council continues to take the initiative in carrying out the State's Desegregation Plan and hopes that the Office for Civil Rights has increased its understanding of the problems involved in the implementation of the Maryland Desegregation Plan.

D. CENTRAL PLACEMENT BUREAU

As of May 15, 1975, the Council receives lists of black and white registrants from the Faculty Data Bank, a service provided by the Institute for Higher Educational Opportunity of the Southern Regional Education Board and distribute these lists, along with other assembled candidate lists, to the public postsecondary education institutions in the State. The results of this effort will be compiled and evaluated in the next Mid-Year Desegregation Status Report.

E. COMMITTEE TO STUDY HIGHER EDUCATION IN THE BALTIMORE METROPOLITAN REGION

The Council approved the recommendations of the Committee to study Higher Education in the Baltimore Metropolitan Region as contained in the Council's 1975 Annual Report and Recommendations (See recommendations 14-27). As stated in the State's First Annual Desegregation Status Report (page II-5):

"The intent of the Committee report is to minimize program duplication, insure a more equitable access and representation by race of students among the institutions in the Baltimore Metropolitan area, develop Morgan State College into a limited university, and coordinate the growth of enrollment at 4-year institutions so that each institution grows consistent with the facilities and other resources available to it."

Following are those recommendations contained in the Committee's report pertaining to desegregation efforts, and the status of those recommendations:

Recommendation 14

- A. (does not pertain to desegregation)
- B. BEGINNING WITH THE 1975-1976 ACADEMIC YEAR, THE COUNCIL BRING INTO THE STATE PERSONS OF RECOGNIZED

- COMPETENCE IN VARIOUS FIELDS OF KNOWLEDGE IN ORDER TO ASSESS QUALITY OF THE OFFERINGS IN THOSE FIELDS OF KNOWLEDGE AT THE PUBLIC INSTITUTIONS OF HIGHER EDUCATION. A REASSESSMENT OF THE VARIOUS FIELDS OF KNOWLEDGE SHOULD BE COMPLETED ON A FOUR YEAR CYCLE.
- C. THE MARYLAND COUNCIL FOR HIGHER EDUCATION DEVELOP AND CONDUCT, ON AN ANNUAL BASIS, A FOLLOW-UP STUDY OF THE GRADUATES OF THE PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN THE STATE.

*Status of 14B: Plans are currently being developed to bring into the State persons of recognized competence in various fields of knowledge in order to assess quality of the offerings in those fields of knowledge at the public institutions of higher education. The time period for implementation however is predicated on forthcoming fiscal support from the State.*

*Status of 14C: The State Board of Community Colleges has conducted a follow-up study of community college graduates which has been sent under separate cover (Appendix E). Plans are currently being developed for a statewide follow-up study of the graduates of public institutions of higher education in the State and will be implemented as soon as funding is made available.*

#### Recommendation 17

THE COUNCIL NOT RECOMMEND APPROVAL OF DUPLICATIVE ACADEMIC PROGRAMS AMONG THE PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN THE REGION WITHOUT COMPELLING EVIDENCE FOR THE NEED FOR SUCH DUPLICATION.

*Status: The Coordinating and Review Committee of the Council has taken into consideration duplicative programming in new program proposals and, where unnecessary duplication was indicated, has recommended that such programs not be approved. (See pages 167-170 of this chapter)*

#### Recommendation 18

FULL-TIME ENROLLMENT CEILINGS BE IMPOSED ON THE FOUR YEAR PUBLIC INSTITUTIONS IN THE REGION.

#### Full-Time Ceiling

University of Maryland	
Baltimore County	6,000
Coppin State College	3,000
Morgan State College	5,500
Towson State College	8,000
University of Baltimore	2,000

*Status: The intent of the enrollment ceilings (which are based on 1985 enrollment projections) is to coordinate the growth of the above so that each institution grows consistent with the facilities and other resources available to it.*

Recommendation 19

- A. MORGAN STATE COLLEGE BE DEVELOPED INTO A STATE UNIVERSITY.
- B. ACADEMIC CURRICULA OFFERED BY MORGAN STATE SHOULD REFLECT A MOST INTENSE CONCERN FOR UNDERSTANDING AND SOLVING URBAN PROBLEMS.
- C. MORGAN STATE COLLEGE BE PERMITTED TO DEVELOP A SINGLE DOCTORAL PROGRAM IN URBAN STUDIES.

*Status:* Morgan will become Morgan State University effective July 1, 1975. (See Legislative Summary section of this Mid-Year Report for details). University status for Morgan was recommended, with modifications to the above, by the Council's Baltimore Metropolitan Region Committee, by the Council's Committee to Study Ways to Enhance the Role and Image of the Predominantly Black Public Colleges in the State of Maryland, as well as by the Governor's Study Commission on Structure and Governance of Education for Maryland. (A copy of the Governor's Commission Report has been sent under separate cover as Appendix F).

Recommendation 20

- THE STATE PROVIDE ACCESS FOR QUALIFIED STUDENTS OF ALL RACES TO DOCTORAL DEGREE PROGRAMS AVAILABLE IN THE STATE.
- A. THAT THE UNIVERSITY OF MARYLAND STRENGTHEN ITS SPECIFIC PLANS WHICH WILL ENSURE THE INCREASED PRESENCE OF BLACK STUDENTS IN DOCTORAL PROGRAMS.
  - B. THAT THE STATE PROVIDE OTHER-RACE MONIES TO THE UNIVERSITY FOR THE PURPOSE OF ATTRACTING QUALIFIED BLACK STUDENTS TO COLLEGE PARK FOR DOCTORAL TRAINING.
  - C. (does not pertain to the public postsecondary education institutions).

*Status of 20A:* For University's plans to recruit minorities for doctoral degree programs, see Chapter II--University of Maryland.

*Status of 20B:* See Budget Chapter IV for monies appropriated to the University of Maryland for Other-Race Grants. It should be noted that all student aid funds at the University of Maryland for aid to minority students is based on need criteria as specified in the State's Desegregation Plan.

Recommendation 21

- A. ACCESS BE PROVIDED TO DESIGNATED UNIQUE PROGRAMS IN COMMUNITY COLLEGES IN THE REGION BY CHARGING "IN COUNTY" TUITION TO ALL STUDENTS IN THE REGION.
- B. THE COMMITTEE DOES FEEL THE QUESTION OF REGIONALIZING THE COMMUNITY COLLEGES IN THE REGION NEEDS TO BE EXPLORED IN GREATER DEPTH AND URGES THAT THE ROSENBERG COMMISSION EXAMINE THE MERITS OF THE REGIONAL STRUCTURE FOR COMMUNITY

COLLEGES WHICH SERVE POPULATION CENTERS RATHER THAN  
POLITICAL SUBDIVISIONS.

Status of 21A: Senate Bill 1070 provided for the intent of this recommendation. No action was taken on this bill by the Senate Finance Committee; it did not get to the Maryland General Assembly floor during the 1975 session.

Status of 21B: The Report of the Governor's Study Commission on Structure and Governance of Education for Maryland addresses this recommendation. (See copy of the Commission's Report, Appendix F, which has been sent under separate cover).

Recommendation 22

A COMMON CATALOG BE DEVELOPED BY THE COUNCIL FOR ALL THE PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN THE REGION AND BE DISSEMINATED TO STUDENTS AND THE PUBLIC.

Status: As soon as fiscally possible, the Council will consider developing a common catalog.

Recommendation 23

STUDENTS BE PERMITTED TO TAKE UNDERGRADUATE COURSES WHICH RELATE TO THEIR PROGRAM AT ANY PUBLIC INSTITUTION OF HIGHER EDUCATION IN THE REGION WHERE SPACE IS AVAILABLE.

Status: A number of intra-segmental cooperative programs have been established to permit and encourage students enrolled in one institution within the three public segments to take courses at public institutions outside the segment in which they are enrolled. (See institutional desegregation summary reports, Chapter II, for institutions reporting cooperative programs).

Recommendation 24

- A. THE BOARD OF EACH OF THE PUBLIC COLLEGES IN MARYLAND EXAMINE WAYS IN WHICH THE COLLEGES CAN PROVIDE FRESHMEN ORIENTATION PROGRAMS WHICH INCLUDE COMPONENTS ON CHOOSING A COLLEGE MAJOR AND DEVELOPING LONG RANGE VOCATIONAL PLANS.
- B. THE MARYLAND COUNCIL FOR HIGHER EDUCATION FORWARD A LETTER TO THE STATE DEPARTMENT OF EDUCATION RECOMMENDING THAT A COURSE FOR SECONDARY STUDENTS BE DESIGNED WHICH ASSISTS IN THE STUDENT'S DEVELOPMENT OF POST-SECONDARY EDUCATION PLANS FOR WORK OR COLLEGE, AND THAT ALL SECONDARY STUDENTS BE REQUIRED TO TAKE IT.

Status 24A: See institutional desegregation summary reports (Chapter II) for programs relating to counseling programs.

Status 24B: The State Department of Education has been

made aware of this recommendation by letter from the Council to Dr. James A. Sensenbaugh, State Superintendent of Schools. A copy of the Baltimore Metropolitan Region Committee's Report accompanied the letter to Dr. Sensenbaugh. (Office for Civil Rights was forwarded a copy of the Report in February, 1975).

#### Recommendation 25

OTHER-RACE GRANT MONIES AT MORGAN STATE AND COPPIN STATE BE INCREASED BY 10%.

*Status:* For Fiscal 1976, Morgan State College received an increase of 60% in Other Race Grant monies over Fiscal 1975 and Coppin State College received an increase of 127%. Other-Race Grant monies are apportioned by the Board of Trustees of the Maryland State Colleges to the institutions under their purview.

#### Recommendation 26

THE BOARD OF TRUSTEES OF STATE COLLEGES LIFT FROM MORGAN ITS 15% LIMIT ON OUT-OF-STATE STUDENTS TO THE EXTENT THAT QUALIFIED STUDENTS FROM MARYLAND ARE NOT EXCLUDED FROM ADMISSION.

*Status:* At its meeting on March 6, 1975, the Board of Trustees of the Maryland State Colleges passed resolution #1975-4 raising Morgan's out-of-state student limit from 15% to 20%.

#### Recommendation 27

- A. THE GOVERNOR'S STUDY COMMISSION ON STRUCTURE AND GOVERNANCE OF EDUCATION FOR MARYLAND SHOULD CONSIDER THE NEED FOR A GOVERNING BOARD OF TRUSTEES DEVOTING ITS ATTENTION TO A SINGLE INSTITUTION WITH RESPECT TO INSTITUTIONAL OBJECTIVES, ROLE, MISSION, SCOPE, QUALITY, AND PRIORITIES: AND,
- B. A STRONG CENTRAL COORDINATING AUTHORITY WITH POWERS TO SET ENROLLMENT CEILINGS, APPROVE PROGRAMS, ELIMINATE PROGRAMS, AVOID UNNECESSARY DUPLICATION AMONG INSTITUTIONS, ASSESS QUALITY PERFORMANCE, APPROVE LONG AND SHORT RANGE PLANS FOR PHYSICAL AND FISCAL RESOURCES, AND ESTABLISH OVERALL PRIORITIES FOR PUBLIC HIGHER EDUCATION IN THE STATE.

*Status:* The Governor's Study Commission on Structure and Governance of Education for Maryland addresses this subject. (See copy of Report sent under separate cover as Appendix F). Implementation of recommendations made by the Governor's Study Commission on Structure and Governance of Education for Maryland will require the preparation and introduction of appropriate legislation, and passage of that legislation by the Maryland General Assembly.

F. SUMMARY OF HIGHER EDUCATION LEGISLATION RELATED TO DESEGREGATION: MARYLAND GENERAL ASSEMBLY 1975 REGULAR SESSION

The Council annually submits recommendations to the Governor for legislative consideration by the Maryland General Assembly.

1. Following are synopses of Legislation Enacted During the 1975 Maryland General Assembly which Relate Directly or Indirectly to the State's Desegregation Efforts. (Additional legislation introduced but not enacted or enacted but vetoed by Governor Marvin Mandel follows this section).

UNIVERSITY OF BALTIMORE SCHOOL OF LAW--STUDENT AID:

Funds as provided in the State budget may be used to support grants and scholarships for eligible minority students, enrolled in the School of Law. Providing for academic support services, and staff for recruitment and counseling of these students. All awards shall be made on the basis of need as determined by the financial aid office of the University of Baltimore. (Senate Bill 103)

STATE SCHOLARSHIP BOARD--MEMBERSHIP:

Provides for a change in Board membership from seven to nine persons. Two additional persons shall be: a president of a community college, or his nominee, and a financial aid officer of a college, recognized and approved by the Maryland Council for Higher Education. (Senate Bill 338)

HIGHER EDUCATION--MORGAN STATE:

Established Morgan State University from Morgan State College; authorizing a Board of Trustees as the governing board of the University; offering baccalaureate degrees in the arts and sciences; emphasizing an urban oriented education; and offering such professional schools and graduate programs as approved by the Board of Trustees and the Maryland Council for Higher Education. (Senate Bill 354)

HIGHER EDUCATION--UNIVERSITY OF BALTIMORE:

Clarifies the section designating the University of Baltimore as an upper division academic institution. Pursuant to this end, the Maryland Council for Higher Education shall define the meaning and applicability of upper-divisional status consistent with changing academic conditions in Maryland. (Senate Bill 432)

BOWIE STATE COLLEGE--CONSTRUCTION LOAN:

Allowing an additional period of two years from June 1, 1975, for placing the construction of a library for Bowie State College under contract and redesignating a portion of that appropriation to provide for the construction of instructional space for the Division of Social Sciences in the construction of the library. (Senate Bill 448)

8/15/75  
Per Ken Webb  
allotment of  
\$50,000  
for 7-77  
Bill passed but  
not funded for  
7-76



HIGHER EDUCATION--SCHOLARSHIP:

Eliminates condition of passing a competitive examination by providing for applicants to merely take the examination, administered by the State Scholarship Board. (Senate Bill 598)

MARYLAND'S PUBLIC COMMUNITY COLLEGES:

Requesting that the Maryland Council for Higher Education study the relationship of the community colleges to the total State system of higher education regarding funding, construction programs and educational standards and that the Council consult with and consider the views of the State Board for Community Colleges. (Joint Resolution 54)

MEDICAL SCHOLARSHIPS AND RESIDENCIES:

Creates a Maryland Family Practice Residency Program consisting of 20 annual residencies in the amount of \$15,000 each for support costs for the resident training in a 3-year accredited family practice program. These residencies shall be in addition to and not a substitution for the residencies presently funded by hospitals which offer accredited family practice programs. (House Bill 572)

NATURAL RESOURCES--ENVIRONMENTAL AND ESTUARINE STUDIES:

Designating the Center for Environmental and Estuarine Studies to encompass the functions of the Natural Resources Institute; and relating generally to Environmental and Estuarine Studies. (House Bill 1030)

NON-BUDGETED OR DEDICATED FUNDS:

Any State agency, including all executive departments and the University of Maryland using non-budgeted or dedicated funds for capital construction projects shall submit a detailed report of the use of these funds by January 10 of each year for the duration of the project to the joint budget and audit committee. (House Bill 1191)

DELEGATE SCHOLARSHIP PROGRAM--ELIGIBLE INSTITUTIONS:

Providing for students attending any of those institutions of higher education in Maryland which are accredited by the State Department of Education to participate in the Delegate Scholarship Program. In the event that a student is enrolled in a private college or university within the State, the grant will not exceed the amount of the equivalent tuition and mandatory fees at the University of Maryland. (House Bill 1585)

1974 GENERAL CONSTRUCTION LOAN--UMBC ACADEMIC BUILDING:

For the purpose of removing a restriction placed upon the funding of Academic Building IV of the University of Maryland Baltimore County campus which precluded the expenditures of these funds until the completion of the project "Construction of Flood Control Impoundments." (House Bill 1706)

2. Following are Synopses of Legislation which Relate to Desegregation but Were Either Not Enacted or Vetoed by the Governor.

TOWSON STATE COLLEGE:

Alters the name of the State Teachers College at Towson to Towson State University. (Senate Bill 191)

REFORM OF STUDENT FINANCIAL AID:

The Maryland Council for Higher Education recommended that the present student financial assistance programs be reorganized into a coordinated system of student financial assistance, based on the "package approach", utilizing federal funds, grant funds, loans, job opportunities and State grants to needy students based on a uniform needs analysis system. Three significant legislative measures were introduced, House Bill 536, introduced by Delegate Doctor et.al. on January 31, 1975 was assigned to the House Ways and Means Committee. A public committee hearing was not scheduled during the session and no action was taken by the Committee. Senate Bill 455 was introduced by Senator Clark on February 7, 1975. Dr. Wesley N. Dorn testified *in favor* of this measure before the Senate Finance Committee on February 21, 1975. This measure received a favorable Committee report with amendments on March 3, 1975, but failed on a 24-to-23 vote on the Senate floor on March 7, 1975. On reconsideration this measure had fewer supporters and died its final death by a vote of 23-to-23 on the Senate floor on March 7, 1975. Senate Bill 518, introduced by Senator Hoyer et.al. on February 13, 1975 was assigned to the Senate Finance Committee. This measure received a favorable Committee report with amendments on March 10, 1975 but failed on a 20-to-18 vote on the Senate floor on March 21, 1975. On reconsideration this measure failed on a 22-to-22 vote on the Senate floor on March 25, 1975.

OTHER-RACE GRANTS FOR COMMUNITY COLLEGES

The Maryland Council for Higher Education recommended that the present law be amended to provide direct financial assistance as provided in the budget for "other-race" students attending the State's public community colleges and that the administration of this fund and the criteria for distribution be established by the State Board for Community Colleges. House Bill 1691 sponsored by Delegate Dean provided for this provision in the law; however, this measure being introduced late in the session, received no action by the House Ways and Means Committee.

STUDENT ACCESS TO DESIGNATED "STATEWIDE PROGRAMS" IN COMMUNITY COLLEGES

The Maryland Council for Higher Education recommended that it be given the authority to designate certain unique programs offered in community colleges as being "statewide programs", and that funds be provided to the State Board for Community Colleges for implementing such a plan so that students may enroll in such programs at the same tuition costs no matter where they live in the State. Senate Bill 1070, sponsored by James Clark as a Departmental (MCHE) bill on March 6, 1975 provided for the intent of this legislative change. A proposed amendment by Dr. Wesley N. Dorn to Senator James Clark regarding the authorization to designate certain unique programs as "Statewide Programs" added to line 86 of this measure after the words State Board for Community Colleges: "Subject to the approval of the Maryland Council for Higher Education." No action was taken on this bill by the Senate Finance Committee.

*The following desegregation impact and evaluation studies are a result of interviews held with knowledgeable parties and existing documents cited in the discussions. The comparison of the urban studies programs at University of Maryland, College Park and Morgan State College are based on interviews with the directors of the programs, data provided by them, and the annual report of the urban Studies Center of Morgan. For the two evaluations on the State Scholarship Board and the Higher Education Loan Corporation, the executive directors of both agencies were interviewed as well as financial aid officers, a state senator, and an employee of the U. S. Office of Education. Also, position papers were used that had been prepared by the Chairman of the Maryland State Relations Committee, DE-DC-MD Association of Student Financial Aid Administrators.*

G. DESEGREGATION IMPACT STUDIES

1. Institute for Urban Studies--University of Maryland, College Park and the Center for Urban Affairs-Morgan State College

The Center for Urban Affairs, Morgan State College was established in 1970 under a four year cooperative funding arrangement between the Ford Foundation and the State of Maryland. The Institute for Urban Studies, University of Maryland, College Park was established in 1973. Both programs offer an undergraduate degree and a masters degree. The undergraduate programs rely heavily upon other departments in the institutions with core courses in urban studies taught by the faculty of the centers. Because of the highly

interdisciplinary nature of the undergraduate program at College Park, it is difficult to assess exactly how many students are planning a major in urban studies. The Center for Urban Affairs at Morgan reported 102 undergraduate majors in fall 1974. On the graduate level, the College Park Institute reported 48 students in spring 1975 working for a masters degree of whom 14 (29%) were black, one was oriental, and 33 (69%) were white. During fall 1974, the Morgan Center reported 111 graduate level students of whom 70 (64%) were black, 38 (34%) were white, and three (2%) were foreign\*.

At the University of Maryland, financial aid was available to eleven graduate students last year, three of whom were minority students. The Director has recently submitted a proposal to the U. S. Office of Education for fellowship monies. Financial aid for graduate and undergraduate students in the Center for Urban Affairs at Morgan was available through internships with the Department of Transportation, Department of Housing and Urban Development, departmental research assistantships, and several private foundation fellowship programs.

The graduate program at Morgan is a professional planning degree program aimed towards the development of students as planners for local, regional and national responsibilities. The Center utilized four ancillary programs operating in the Baltimore Metropolitan area: the Institute for Urban Youth, Urban Studies Institute, Morgan Ownership Management-Development Institute, and Cooperative Education Centers. The graduate program at College Park is directed towards the development of urban administrators and specialists, and offers masters students the opportunity to specialize in at least 18 areas (architecture, business, government and politics, law, psychology, social work, etc.)

\*The figures reported here for graduate and undergraduate students differ from those reported in the First Annual Desegregation Status Report. This is probably a result of differing methods of determining students' discipline areas by different offices within the institutions.

The University of Maryland program is growing with the apparent support of other departments on campus and the administration. The Director of the Institute reported seven full-time faculty: one black male (Assistant Professor), two white males (Professors), and four white females (three Assistant Professors, one Lecturer). In addition, there are two part-time faculty members: one white male and one black male (both Lecturers).

On the graduate level, the Center for Urban Affairs at Morgan presently reports three full-time faculty (all black male Associate Professors) and four part-time faculty (all black males: one Professor, two Associate Professors, one Assistant Professor). On the undergraduate level, there are two full-time faculty (both black male Assistant Professors) and one part-time faculty (foreign male Assistant Professor).

The program at Morgan, while receiving a favorable accolade from the Ford Foundation and recognition from the American Institute of Planners (AIP), reports budgetary problems which affect the continued development of the program and the maintenance of the valued AIP recognition. As agreed upon at the program's inception, the Center must now rely exclusively upon State funding with the end of the four year Ford Grant. This has resulted in a funding level for FY 1975 and FY 1976 at the level of the initiatory year, FY 1971 (\$300,000), and a funding level well below the zenith of \$448,000 in FY 1973. (For a more detailed analysis of the budgetary problems at the Center, see Fourth Annual Report of the Center for Urban Affairs, Morgan State College, December 1974--Appendix G). The Center is adjusting to the budget cut by limiting the number of courses offered and using part-time instructional staff for the undergraduate program. Also, the college Administration has absorbed the cost of instruction in a manner commensurate with procedures used for other departments. Funding of the program at a level indicated by the full-time equivalency enrollment would enable the Center to hire 4.5 additional full-time faculty (see Appendix G).

## 2. Center for Environmental and Estuarine Studies

The Center for Environmental and Estuarine Studies has developed a Master Plan for Physical Facilities, December 1974, a long range plan-Concepts and Programs, December 1974, (Appendix H) and a Status Report: Projects and Programs, February 1975. The master plan covers the proposed development of physical facilities at each of the five locations through 1986, including a new laboratory site at Ocean City, Maryland. The long range plan discussed three areas of activities: research projects, collegiate education programs, and ad hoc educational activities. The long range plan has been adopted by the Board of Regents of the University of Maryland. Both the master plan for facilities and the long range plan were approved by the Council at its July 11, 1975 meeting.

At the present time, no academic programs have been proposed. The long range plan suggests the possibility of cooperative program offerings with the other University campuses; however Dr. Elkins, President of the University system, has indicated that degree granting programs for the Center are not projected in this proposal. Until the Center makes definite proposals for academic programs, which are to be approved by MCHE, a definite assessment of impact upon desegregation cannot be made.

The Center employs a professional staff of 63 (of whom 33 hold advanced academic degrees) and a support staff of 48. Each laboratory center is administered by a resident faculty member, who also participates in the scientific program of the site. At this time there are about ninety research projects being conducted at the regional laboratories, varying in subject matter from biological studies of the Chesapeake Bay to public education programs and ad-

visory service to the government. Locations of the regional laboratories are: Chesapeake Biological Laboratory in Solomons, Appalachian Environmental Laboratory in Frostburg, Inland Environmental Laboratory in College Park, Crisfield Laboratory in Crisfield, and Horn Point Environmental Laboratories in Cambridge. The central administrative offices of the Center are located in Horn Point. A limited number of field study opportunities are available to students.

### 3. University of Baltimore

The Council is currently considering a definition of upper division status for the University of Baltimore. The Council is committed to the upper divisional concept for the University of Baltimore as means of providing equitable growth patterns for the institutions in the Baltimore region and to carry out the objectives of the State's Desegregation Plan. Legislation (see page 176 of this chapter) regarding upper division of the University of Baltimore was supported by the Council and attests to this concern. The Council is expected to take some action on the upper divisional concept for the University of Baltimore in the next several months. The minutes of the meeting in which the Council takes action on this definition will be made available to the Region III of the Office for Civil Rights. (See Univ. of Baltimore's institutional desegregation summary report in Chptr. II).

## H. DESEGREGATION EVALUATION STUDIES

### 1. Maryland State Scholarship Board

The Maryland State Scholarship Board was established in 1961. The members are appointed by the Governor to 6 year terms, and include a president of a State College or University or nominee, a president of a private college or nominee, a representative from public high schools in the State, and four citizens. The 1975

legislature added two more members to the board: a community college president or nominee, and a financial aid officer of a college. The Board is required to meet at least once a year, or more as the chairman designates. The Board is responsible for administering and issuing public information about the state scholarship programs. Except for the Senatorial and Delegate Scholarship Programs, the Board determines eligibility of applicants and awards the scholarships. The Board provides Senators with eligibility lists and financial need information for applicants to be considered by the Senators when making their awards.

The three main scholarship programs are:

1. General State Scholarships

These scholarships are distributed among political subdivisions, with an allotment of \$1500 per year for each county and Baltimore City, plus \$1500 per year for each delegate available to residents of the subdivision. Eligible students must take the Scholastic Aptitude Test (SAT) or the American College Test (ACT) exam, (or show good academic standing if enrolled in college), have a definite financial need, and be accepted for admission at a degree granting institution within the State with an approved curriculum. Previous to 1975, eligible students had to have a passing score on the SAT or ACT as determined by the Board; this has been amended by the legislature, removing the passing score requirement. These scholarships are awarded by the Board with no award greater than \$1500 per year or less than \$200 per year. The scholarship may be applied to the costs of tuition, mandatory fees, and/or room and board. The number of years of the award is determined by the Board.

2. Senatorial Scholarships

Each Senator has an annual quota of 145 units (\$100= 1 unit) to award in each year of a 4 year term. Eligible students must take the SAT or ACT (or show good academic standing if enrolled in college), be a legal resident of the legislative district from which he/she seeks the award, and be accepted for admission as a regular undergraduate student at a public or private college in the State. Financial need is to taken into consideration by the



Senators when making their awards. Previous to 1975, eligible students had to attain a passing score on the SAT or ACT as determined by the Board which provides eligibility lists to the Senators. This requirement has been removed by the legislature, allowing only that the student must take the test. No award can be greater than \$1500 per year or less than \$200 per year for each of four years of undergraduate study. The senatorial scholarship may be used for tuition, mandatory fees, and/or room and board.

### 3. House of Delegates Scholarships

Each Delegate may award tuition and mandatory fees scholarships to two students from his/her legislative district for four years of study. Either or both of these scholarships can be divided into 2 year awards. Previous to 1975, the awards could be used only at public colleges or universities; this was amended by the legislature to allow up to \$750 per semester for attendance at a Maryland private institution. There are no requirements for selection of recipients of these scholarships.

The Board administers and awards financial aid under 6 other programs: War Orphan Grants; Reimbursement of Firemen (amended 1975 to include Rescue Squad Members); Children of Deceased Firemen, Law Enforcement Officers, and Rescue Squad Members; Scholarships for Teachers of the Deaf; Medical Scholarships; Professional School Scholarships; and scholarships for Vietnam Era Veterans and Prisoners.

Scholarship reform measures have been introduced annually into the General Assembly for several years. These measures have primarily been concerned with the Senatorial and Delegate Scholarship Programs. The present programs cause concern for three major reasons: (1) *the potential loss of federal matching funds*, (2) *the possible granting of funds to students who do not have a financial need*, and (3) *the poor administrative coordination inherent in the method of awarding these scholarships*.

(1) Last year, the federal government instituted the State Student Incentive Grant Program (SSIG). The Office of Education (OE) grants funds to

states on a matching basis for new state scholarship funds awarded on a financial need basis during a given year. In the initial year, OE divided approximately 20 million among the states according to portion of national college population attending college in the state. Eligible states must have programs administered by a state agency, distribute funds on the basis of need, and increase state funds on a biannual basis. The General State Scholarship Program meets these requirements; the Senatorial and Delegate Scholarship Programs do not. This past year, Maryland was able to provide the State portion of the matching funds. However, the federal government plans to double the total amount of available matching funds for FY 76. Unless the legislature reforms the Senatorial and Delegate Scholarship Programs to meet the federal requirements, Maryland would stand to lose federal matching funds in the coming fiscal years.

(2) The State Scholarship Board does not maintain records of the distribution of scholarships according to income levels or race of recipients. The Senatorial Scholarship Program does require financial information to be provided by applicants, the Delegate Scholarship Program does not. The need of each applicant for Senatorial Scholarships is determined uniformly through use of the Parents Confidential Statement of the College Scholarship Service (College Entrance Examination Board); this information is provided to the Senators by the Board for their consideration in awarding scholarships. However, Senators under existing law have the final determination of need on any basis he or she desires. The Delaware-DC-Maryland Association of Student Financial Aid Administrators has conducted a study on new Senatorial Scholarship recipients for Fall 1974. At 27 responding institutions (with 1397 Senatorial Scholarships) 59% (818) of the recipients applied for other types of financial aid. Of these 818, 18% (149) were denied aid because they could not demonstrate financial need, 71% (578) did demonstrate need, 11% did not

complete applications to enable need determination. No financial need information was available for the remaining 41% of scholarship recipients who did not apply for institutional aid. *This information indicates that many of the scholarships are in fact being distributed on the basis of need; however, scholarships are being given out to students with questionable need. The extent of funds granted to students without need is unknown.*

(3) The nature of the Senatorial and Delegate Scholarship Programs makes effective administration and coordination difficult for the State Scholarship Board and financial aid officers in the institutions. While applications for Senatorial Scholarships must be made by December 15th of each year, the State Scholarship Board is not required to provide Senators with eligibility lists before June 1st. Senators are then to make their decisions by July 1st. However, according to the DE-DC-MD Association Financial Aid Administrators, awards are made throughout the Summer and Fall. Institutions usually make their financial aid awards beginning in early Spring to facilitate student admission decisions. The timing of the Senatorial Scholarship requires readjustment of institutional awards to students who later receive Senatorial or Delegate Scholarships and, at times, results in the lack of institutional funds to supplement State Scholarship awards for needy students. The lateness of the awards also adds confusion for the students. Money that is not used during a given fiscal year reverts back to the general state treasury. Over \$400,000 under the General, Senatorial, and Delegate Scholarship Programs was not used this past year. The institutions are to provide information to the State Scholarship Board on students receiving scholarships who did or did not enroll as expected. The Board at times does not get this information until the second semester has begun, which inhibits their ability to have the awards not used granted to other eligible students. (Appendix I: State Scholarship Board Annual Report, June 1974, available on request).

## 2. Maryland Higher Education Loan Corporation

The Maryland Higher Education Loan Corporation (MHELC) was created in 1963 to guarantee loans made by Maryland banks to students. The Board of Directors consists of eleven persons, nine of whom are appointed by the Governor and confirmed by the Senate for 6 year terms; two ex-officio members serve by virtue of their positions as chairman of the State Scholarship Board and the president of the University of Maryland or his designated representative. Members include one black male, one white female, and 9 white males. The Board of Directors meets approximately four times per year in meetings open to the public.

The Board of Directors is responsible for prescribing the terms and conditions of loans to be guaranteed, within limitations established by federal and state law as to eligibility and maximum amounts. The Higher Education Loan Corporation provides and distributes applications and public information pamphlets on loans and scholarships available in the State. An annual report of condition is prepared at the end of each fiscal year (Appendix J).

MHELC guarantees to the lender that the loan will be returned with 7% interest. Twenty-five dollars is paid to the bank for each loan to cover the cost of paper work. The federal government will pay up to 3% interest in addition to the 7% guaranteed.

Students are eligible for loans if they are residents of Maryland, have been accepted at a postsecondary institutions, and carry at least a half-time coursework load. Undergraduate students can borrow up to \$1500 per year, graduates can borrow up to \$2000 per year. The total loan to undergraduates cannot exceed \$7500, or \$10,000 for graduates.

Repayment of the loan begins the eleventh month after the borrower leaves school, with monthly amounts of at least \$30. Students

with family income of less than \$15,000 can qualify for a federal interest subsidy, by which the federal government pays the 7% interest on the loan while the student is attending college. After leaving school all students pay 7% interest on the loan.

During the fiscal year 1974, 97 banks participated in the loan program. This was an increase over 87 banks participating in 1973. A total of 6495 applications were received, of which 6049 were approved: \$7,227,001 in loans were guaranteed, 61% of the borrowers attended Maryland colleges or vocational schools. The distribution by race and family income was:

<u>Income</u>	<u>% of Loan</u>	<u>Principal Amount</u>
under \$3000	17.4%	\$ 1,264,495
\$3000-5999	14.5%	1,043,822
\$6000-7999	11.7%	819,073
\$8000-8999	5.5%	384,364
\$9000-10999	10.9%	780,210
\$11000-14999	18.5%	1,305,088
15000-and over	21.5%	1,629,949

<u>Race</u>	<u>% of Loans</u>	<u>Principal Amount</u>
Black	21.9	\$ 1,535,585
American Indian	.1	8,700
Oriental American	.6	46,608
Spanish surnamed	.5	41,402
All Others	76.0	5,533,960
Unknown	.9	60,746

MHELC approves loans at all times during the academic year, with most approved from April through August. MHELC maintains that if anyone is turned down for loans, it is usually because they applied late and the available money was already loaned by the banks. However, financial aid officers in higher education institutions in the State indicate that students cannot get loans because many banks require that the family or student have an account at the bank from 1 to 3 years prior to the time of the loan and

require a cosigner for the loan. The method of loan approval can cause administrative problems for the institutions. While the financial aid officer must certify the need level of the applicant, unless the loan money is sent through the institution rather than being sent directly to the student, the financial aid officer may never know if a loan was made and for how much.

CHAPTER IV





C H A P T E R   I V

FUNDS AND PERSONNEL APPROPRIATED FOR FISCAL 1976  
FOR IMPLEMENTATION OF THE STATE'S DESEGREGATION PLAN

A. Maryland Council for Higher Education

As reported in the First Annual Desegregation Status Report, beginning Fiscal Year 1975, three professional staff, one secretary and operating expenses were appropriated to the Council as part of the State's commitment to carry out the objectives of the Maryland Desegregation Plan. For Fiscal Year 1976 the Council has been appropriated an additional professional and a clerk typist as part of the State's commitment to desegregation. However, due to the Governor's Management Improvement Program, the Department of Budget and Fiscal Planning is reviewing all new appropriations for Fiscal Year 1976. If the additional positions are approved, it would bring to six the professional and clerical staff appropriated to the Council to carry out its responsibilities as specified in the Desegregation Plan. In addition, the Council reported in the First Annual Desegregation Status Report a supplementary budget request in the amount of \$255,000 beginning Fiscal Year 1976 for support of desegregation activities above and beyond those currently being carried out by the institutions with institutional resources. The Council's supplementary budget request was reviewed but not approved. The above request, however, has been included by the Council in its proposed Executive Master Plan for Public Education in Maryland. A total of \$555,826 is being requested in the Master Plan beginning Fiscal Year 1977 for personnel and activities related to the monitoring, coordination and implementation of the State's Desegregation Plan. Excerpts of the desegregation section of the Executive Master Plan for Public Education in Maryland are reported in Appendix K.

B. State Colleges and the University of Maryland

Presented on the following pages, in table form, are funds and personnel appropriated in Maryland's Fiscal Year 1976 Budget for desegregation efforts at the segment board or central administration and campus levels. For comparative purposes, the requests, as they were presented in the State's First Annual Desegregation Status Report - February 1975, are used as the base. All desegregation budget requests forwarded to the 1975 Maryland General Assembly for the State Colleges and the University of Maryland were appropriated. The appropriations include an increase in Other-Race Grants from \$400,000 (Fiscal Year 1975) to \$700,000 (Fiscal Year 1976) for the Board of Trustees of the Maryland State Colleges, and includes new items for the University of Maryland as shown herein.

C. Community Colleges

Also in this section, as reported by the institutions, are allocations for desegregation efforts for the community colleges, but expressed in somewhat different terms than those used by the state colleges and the University of Maryland. The community colleges' budget requests for Fiscal Year 1976 for desegregation efforts were not included in the First Annual Desegregation Status Report because their budget cycle and procedures differ from that of the state colleges and the University of Maryland. Also, budgetary allocations for the community colleges are not expressed in terms which are compatible with identification of specific human resources.

D. Selected Comparative Data

Presented on the following pages are Fiscal Year 1974 (actual) and Fiscal Year 1975 (estimated) selected comparative data per FTE enrollments in the Maryland state colleges and the University of Maryland. Some variations in

these data exist across the institutions on instruction cost per FTE student, faculty/ student ratios, library holdings per FTE student as reported in The Maryland State Budget for Fiscal Year 1976, and capital appropriations per FTE student increase (1963-1973) as reported in Council's 1975 Annual Report. Of the institutions with undergraduate student bodies (UMAB excluded), Bowie had the highest instruction cost per FTE student, and Coppin and St. Mary's the lowest; UMES had the highest total library holdings per FTE student, and Bowie and the University of Baltimore the lowest; and Frostburg and UMES had the highest capital appropriations per FTE student increase and UMCP the lowest. (Some variations between the Maryland State Budget Report and the Maryland Council for Higher Education Annual Report exists due to the various ways in which units of measurement are combined.) The MCHE Committee on Desegregation is currently reviewing the variations in these data and concerns related to funding which have been raised by several predominantly black and predominantly white institutions, and also by the Council's Committee to Study Ways to Enhance the Role and Image of the Predominantly Black Public Colleges in the State of Maryland. Primarily, these concerns include the lack of systematic evaluation of non-credit tutorial and remedial programs which are offered by many of the predominantly black and white institutions. The effect is that, in many cases, the need for additional funds for these programs is neither evaluated nor considered in any systematic way in determining the executive allowance or the legislative appropriation to the institutions.

BOARD OF TRUSTEES STATE COLLEGES OF MARYLAND  
FUNDS AND PERSONNEL DESIGNATED IN 1976 FISCAL YEAR  
REQUESTS\* FOR IMPLEMENTATION OF MARYLAND DESEGREGATION PLAN  
(As reported by the Board of Trustees of the Maryland State Colleges)

INSTITUTION	ITEMS	PERSONNEL	DOLLARS
Board of Trustees of the Maryland State Colleges	Staff Specialist "Other-Race Grant Program <del>Funds for the Implementation of the Desegregation Plan</del>	2.0	\$ 37,035 700,000 4,936,048 <u>\$2,673,053</u> \$737,035
Bowie State College	Integration Coordinator Integration Counselor Financial Aid Officer Supportive Cost	1.0 1.0 0.10  Total	\$ 17,610 17,323 1,700 11,000 <u>\$ 47,633</u>
Coppin State College	Integration Coordinator Integration Counselor Financial Aid Officer Supportive Cost	1.0 2.0 0.10  Total	\$ 19,420 30,114 1,900 15,400 <u>\$ 66,834</u>
Frostburg State College	Integration Coordinator Integration Counselor Financial Aid Officer Supportive Cost Supportive Program	1.0 2.0 0.10  Total	\$ 21,823 28,966 1,700 15,700 15,000 <u>\$ 83,189</u>

1/6/75

\*\*ITEMS LEFT IN TACT WERE APPROPRIATED; ITEMS DELETED WERE NOT FORWARDED TO THE MARYLAND GENERAL ASSEMBLY FOR APPROPRIATION.

INSTITUTION	ITEMS	PERSONNEL	DOLLARS
Morgan State College	Integration Coordinator Integration Counselor Financial Aid Officer Supportive Cost	1.0 1.0 0.10 Total	\$20,975 16,650 1,700 <u>11,800</u> \$51,125
Salisbury State College	Integration Counselor Assistant Director of Admissions Financial Aid Officer Supportive Cost Support Program	1.0 1.0 0.10 Total	\$14,561 10,467 1,300 7,900 <u>8,000</u> \$42,228
Towson State College	Integration Coordinator Integration Counselor Financial Aid Officer Supportive Cost Support Program	1.0 1.0 0.10 Total	\$21,823 16,983 1,700 12,000 <u>25,000</u> \$77,506
University of Baltimore	<del>Integration Coordinator</del> <del>Integration Counselor</del> Financial Aid Officer <del>Supportive Cost</del>	<del>1.0</del> <del>1.0</del> 0.10 Total	<del>\$16,642</del> <del>13,186</del> 1,400 <del>2,400</del> <del>\$10,598</del> \$1,400
	Board of Trustees State Colleges Total		<del>\$3,082,456</del> \$1,106,950

\*ITEMS LEFT IN TACT WERE APPROPRIATED; ITEMS DELETED WERE NOT FORWARDED TO THE MARYLAND GENERAL ASSEMBLY FOR APPROPRIATION.

FUNDS AND PERSONNEL DESIGNATED IN 1976 FISCAL YEAR BUDGET REQUESTS\*  
FOR IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

(As reported by Central Administration of St. Mary's College of Maryland)

INSTITUTION	ITEM	# PERSONNEL	DOLLARS
St. Mary's College of Maryland	Integration Coordinator	1.0	\$ 14,817
	Minority Counselor	1.0	13,466
	Financial Aid Officer	0.25	2,996
	Other-race grants		<u>50,000</u>
	TOTALS	2.25	\$ 81,279

\* ITEMS LEFT IN TACT WERE APPROPRIATED

FUNDS AND PERSONNEL DESIGNATED IN 1976 FISCAL YEAR BUDGET REQUESTS\*  
FOR IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN  
(As reported by Central Administration, University of Maryland)

INSTITUTION	ITEM	# PERSONNEL	DOLLARS
University of Maryland Central Administration	Monitoring and reporting of the University-wide effort in support of desegregation		\$ 5,000
University of Maryland College Park	Human Relations Specialist Personnel Officer III Ass't. Director of Student Aid Undergraduate Counselors Graduate Teaching Assistants Administrative Advisors Advisors Clerical Support Related Operating Expenses Student Aid Funds TOTAL	1.0 1.0 2.0 3.0 2.0 5.0 5.0 <u>19.0</u>	14,000 13,136 27,000 36,000 18,000 63,500 36,105 2,209 170,000 <u>\$ 380,000</u>
University of Maryland Baltimore City	Ass't. Financial Aid Officer -Statistical Analyst- Labor and Assistants Related Operating Expenses Student Aid Funds Other-race Grants** TOTAL	1.0 <u>1.0</u> <u>2.0</u>	\$ 13,780 <del>15,900</del> 35,000 13,855 116,465 <del>\$ 195,000</del> 15,900 <u>195,000</u>
University of Maryland Eastern Shore	Student Aid Funds (Student Serv.,)		\$ 90,000

\*ITEMS LEFT IN TACT WERE APPROPRIATED; ITEMS DELETED WERE NOT FORWARDED TO THE MARYLAND GENERAL ASSEMBLY FOR APPROPRIATION.

\*\*FUNDS REQUESTED FOR STATISTICAL ANALYST WERE APPROPRIATED FOR OTHER-RACE GRANTS.

INSTITUTION	ITEM	# PERSONNEL	DOLLARS
University of Maryland Baltimore County	Minority Recruiter (Student Serv.)	1.0	\$ 13,300
	Off-Campus Housing Assistant "	0.5	7,035
	Financial Aid Clerical Ass't. "	1.0	6,265
	Director, Tutorial & Remedial Learning "	1.0	21,200
	Specialist, Tutorial & Remedial Learning "	3.0	39,468
	Minority graduate Fellowships " "	-	8,000
	Ass't. in Office of Human Resources (Adm.)	1.0	14,732
	TOTAL	7.5	\$ 110,000
University of Maryland University College** (Projected and budgeted costs of Affirmative Action Plans & Desegregation)	Ass't. to Chancellor for Special Projects	0.25	\$ 5,512
	Office Secretary (Special Projects)	0.25	2,550
	Financial Aid Officer	0.20	2,625
	Financial Aid Secretary	0.10	712
	Coordinator, CPED Student Recruitment	0.20	2,360
	Staff Benefits (est. @ 13%)		1,788
	Data gathering & maintenance of Affirmative Action Records:		
	Admissions/Reg. \$1,646		
	Faculty Service 288		
	Personnel 548		
	Indirect costs (est. @ 10% of preceding items)		1,803
	Remission of fees for U of M staff		39,000
	TOTAL		58,832

TOTAL, UNIVERSITY OF MARYLAND \$ 838,832

\*\* Self Supporting

\* ITEMS LEFT IN TACT WERE APPROPRIATED



MARYLAND'S COMMUNITY COLLEGES  
FUNDS AND PERSONNEL REQUESTED AND APPROPRIATED  
IN THE CURRENT FISCAL YEAR BUDGET  
FOR THE IMPLEMENTATION OF THE MARYLAND DESEGREGATION PLAN

Function	ALLEGANY				ANNE ARUNDEL			
	Requested		Appropriated		Requested		Appropriated	
	# People	Cost	# People	Cost	# People	Cost	# People	Cost
Personnel Office	.05	\$ 600	.05	\$ 600	2.20	\$ 11,824	1.20	\$ 6,457
Affirmative Action	.05	600	.05	600	1.00	500	1.00	500
Student Aid	.05	500	.05	500	1.00	16,530	1.00	15,029
Recruiters	.25	3,000	.25	3,000	1.50	22,455	1.50	20,424
Advisors	.05	500	.05	500				
Other Personnel/Costs					.50	7,500	.50	7,500
Clerical Support	.05	200	.05	200	5.00	30,000	5.00	26,000
Related Support Costs	-	500	-	500	-	1,000	-	700
Totals	.50	\$ 5,900	.50	\$ 5,900	11.20	\$ 89,809	10.20	\$ 76,610

Function	BALTIMORE				CATONSVILLE			
	Requested		Appropriated		Requested		Appropriated	
	# People	Cost	# People	Cost	# People	Cost	# People	Cost
Personnel Office	.40	\$ 9,000	.25	\$ 6,000				
Affirmative Action	.25	5,000	.10	2,500	.50	\$ 11,815	.55	\$ 9,408
Student Aid	1.50	15,000	1.00	9,000				
Recruiters	1.00	13,500	1.00	13,500				
Advisors	3.00	45,000	1.50	22,500				
Other Personnel/Costs	--	25,000	--	20,409	.40	77,336	8.49	97,844
Clerical Support	3.00	22,500	1.00	7,000				
Related Support Costs	--	1,000	--	200				
Totals	9.15	\$136,000	4.85	\$ 81,109	.90	\$ 89,151	9.04	\$107,252

Function	CECIL				CHARLES			
	Requested		Appropriated		Requested		Appropriated	
	# People	Cost	# People	Cost	# People	Cost	# People	Cost
Personnel Office			.30	\$ 6,200	.19	\$ 1,300	.19	\$ 1,300
Affirmative Action			.10	2,500	.13	1,300	.13	1,300
Student Aid			.45	5,595	.38	2,400	.38	2,400
Recruiters					.25	3,000	.25	3,000
Advisors					.25	3,000	.25	3,000
Other Personnel/Costs					.25	3,000	.25	3,000
Clerical Support			.30	1,210	.50	3,000	.50	3,000
Related Support Costs			--	775	--	1,000	--	1,000
Totals			1.15	\$ 16,280	1.95	\$ 18,000	1.95	\$ 18,000

Function	CHESAPEAKE				DUNDALK			
	Requested		Appropriated		Requested		Appropriated	
	# People	Cost	# People	Cost	# People	Cost	# People	Cost
Personnel Office	.03	\$ 277	.03	\$ 277		\$		\$
Affirmative Action	.16	2,560	.16	2,560	.15	2,100	.15	2,100
Student Aid	.44	4,465	.44	4,465				
Recruiters	.10	1,502	.10	1,502	.10	1,950	.10	1,950
Advisors	.26	4,341	.26	4,341				
Other Personnel/Costs					.35	6,100	.35	6,100
Clerical Support					.35	3,200	.35	3,200
Related Support Costs								
Totals	.99	\$ 13,145	.99	\$ 13,145	.95	\$ 13,350	.95	\$ 13,350

Function	ESSEX				FREDERICK			
	Requested		Appropriated		Requested		Appropriated	
	# People	Cost	# People	Cost	# People	Cost	# People	Cost
Personnel Office		\$		\$				\$
Affirmative Action	.20	2,820	.20	2,820			1.00	15,697
Student Aid							.10	1,250
Recruiters	1.00	11,560	--	--			.20	3,180
Advisors								
Other Personnel/Costs							1.00	4,800
Clerical Support							.20	1,250
Related Support Costs							--	2,000
Totals	1.20	\$ 14,380	.20	\$ 2,820			2.50	\$ 28,177

Function	GARRETT				HAGERSTOWN			
	Requested		Appropriated		Requested		Appropriated	
	# People	Cost	# People	Cost	# People	Cost	# People	Cost
Personnel Office		\$			.20	\$ 3,856	.20	\$ 3,856
Affirmative Action	.60	8,000						
Student Aid	.60	8,000			.10	1,378	.10	1,378
Recruiters	.30	5,000			.10	1,915	.10	1,915
Advisors	.30	1,500						
Other Personnel/Costs					.05	1,272	.05	1,272
Clerical Support	.30	1,000			.50	2,750	.50	2,750
Related Support Costs	--	500			--	300	--	300
Totals	2.10	\$ 24,000			.95	\$ 11,471	.95	\$ 11,471

Function	HARFORD				HOWARD			
	Requested		Appropriated		Requested		Appropriated	
	# People	Cost	# People	Cost	# People	Cost	# People	Cost
Personnel Office	.30	\$ 3,180	.30	\$ 3,180				\$
Affirmative Action	.50	6,262	.50	6,262			.15	1,500
Student Aid	1.21	9,366	1.21	9,366				
Recruiters	.25	4,006	.25	4,006				
Advisors	.25	5,082	.25	5,082				
Other Personnel/Costs	.10	2,967	.10	2,967			.15	2,100
Clerical Support	1.50	10,500	1.50	10,500			.15	1,050
Related Support Costs	--	1,000	--	1,000				
Totals	4.11	\$ 42,363	4.11	\$ 42,363			.45	\$ 4,650

Function	MONTGOMERY				PRINCE GEORGE'S			
	Requested		Appropriated		Requested		Appropriated	
	# People	Cost	# People	Cost	# People	Cost	# People	Cost
Personnel Office	.10	\$ 2,029	.10	\$ 2,029	1.75	\$ 17,875	1.75	\$ 17,875
Affirmative Action	1.00	15,656	1.00	15,656	1.50	18,700	1.50	18,700
Student Aid	.30	5,801	.30	5,801	.40	6,490	.40	6,490
Recruiters	.25	5,938	.25	5,938	.50	6,705	.50	6,705
Advisors					1.00	10,189	1.00	10,189
Other Personnel/Costs	.05	6,160	.05	6,160				
Clerical Support	.50	5,000	.50	5,000				
Related Support Costs					--	5,996	--	5,996
Totals	2.20	\$ 40,584	2.20	\$ 40,584	5.15	\$ 65,955	5.15	\$ 65,955

Function	STATE BOARD FOR COMMUNITY COLLEGES			
	Requested		Appropriated	
	# People	Cost	# People	Cost
Personnel Office		\$		\$
Affirmative Action				
Student Aid				
Recruiters				
Advisors				
Other Personnel/Costs	.65	17,133	.65	17,133
Clerical Support	.30	2,860	.30	2,860
Related Support Costs	--	5,020	--	5,020
Totals	.95	\$ 25,013	.95	\$ 25,013

SELECTED COMPARATIVE DATA PER FTE ENROLLMENTS  
MARYLAND STATE COLLEGES AND THE UNIVERSITY OF MARYLAND  
FISCAL 1974 (Actual) and FISCAL 1975 (Estimated)

-204-

Institution or Campus	Instruction		Student/Faculty Ratio		Total Library Holdings Per FTE Student <sup>a</sup>	
	Fiscal 1974	Fiscal 1975(Est.)	Fiscal 1974	Fiscal 1975(Est.)	Fiscal 1974	Fiscal 1975(Est.)
<u>4-Year State Colleges:</u>						
Bowie	1,432	1,260	14.6:1	16.0:1	45.1	48.1
Coppin	928	942	18.7:1	18.2:1	59.1	59.6
Frostburg	1,151	1,119	17.7:1	16.9:1	90.1	95.9
Morgan	1,171	1,096	12.9:1	16.1:1	78.3	65.5
Salisbury	1,015	987	18.5:1	17.2:1	69.7	72.3
Towson	1,033	1,132	17.6:1	16.9:1	50.7	53.6
University of Baltimore <sup>c</sup> (Including Law School)	-	-	-	36.6:1	-	46.7
St. Mary's	860	988	19.3:1	16.2:1	58.4	NR
<u>University of Maryland</u>						
College Park	1,264	1,341	14.9:1	15.7:1	75.0	77.6
Baltimore City:		(Budgeted)		(Budgeted)		
Dentistry	-	-	5.0:1 <sup>b</sup>	5.2:1 <sup>b</sup>	59.3	60.6
Law	-	-	23.0:1	21.0:1	135.3	142.1
Medicine	-	-	4.5:1	4.4:1	59.3	60.6
Nursing	-	-	6.5:1	6.4:1	59.3	60.6
Pharmacy	-	-	7.6:1	8.8:1	59.3	60.6
Social Work & Comm'y Planning	-	-	8.4:1	9.3:1	59.3	60.6
Allied Health Professions	-	-	6.0:1	7.7:1	59.3	60.6
UNAB AVERAGE, ALL SCHOOLS	\$4,130	\$4,571	-	-	-	-
Baltimore County	1,221	1,232 (Est.)	16.4:1	16.8:1 (Est.)	65.3	71.8
Eastern Shore	1,337	1,371	13.0:1	13.9:1	110.5	NR
University College -- Self supporting; therefore not reported here.						

SOURCE: The Maryland State Budget for Fiscal Year 1976 submitted to the General Assembly by Marvin Mandel, Governor, January 1975 (except where noted).

<sup>a</sup> SOURCE: MCHS, based on data in Budget Source noted above.

<sup>b</sup> SOURCE for UNAB Student/Faculty Ratios: Analyses of the Maryland Executive Budgets for Fiscal Years ending June 30, 1975 and June 30, 1976.

<sup>c</sup> University of Baltimore did not become a public institution until the second half of Fiscal Year 1975. NR: not reported

NOTE: Fiscal Year refers to the preceding academic year, and Estimated denotes that actual data were not available at the time of the preparation of budgets.

CAPITAL APPROPRIATIONS 1963-1973  
MARYLAND STATE COLLEGES AND THE UNIVERSITY OF MARYLAND  
WITH APPROPRIATIONS PER FULL-TIME EQUIVALENT  
STUDENT INCREASE 1963-73

<u>Institution or campus</u>	<u>Capital Appropriations 1963-1973</u>	<u>Full-Time Equivalent Student Enrollment Increase 1963-1973</u>	<u>Capital Appropriations per FTE Student Increase</u>
<u>4-Year State Colleges:</u>			
Bowie	\$ 23,135,360	1,839	\$ 12,580
Coppin	16,273,800	1,768	9,204
Frostburg	20,811,875	1,184	17,577
Morgan	17,007,120	1,737	9,847
Salisbury	13,546,500	1,623	8,256
Towson	53,252,400	6,602	7,914
St. Mary's	6,665,900	797	8,363
<u>University of Maryland:</u>			
College Park	65,744,500	8,799	7,471
Baltimore City	57,961,100 <sup>a</sup>	2,311	25,080
Baltimore County	37,144,100	4,854	7,652
Eastern Shore	7,307,800	406	17,999

SOURCE: Annual Report and Recommendations, Maryland Council for Higher Education, 1975  
 a Does not include State appropriations of \$22,345,600 for University Hospital



## APPENDICES





A P P E N D I C E S

- A. Expanded versions of Institutional Mid-Year Desegregation Reports\*
- B. Table: Trends in racial composition of full-time undergraduate students, 1970-'74 and 1980 projected ranges.
- C. Maryland Council for Higher Education letter of invitation to Region III of the Office for Civil Rights, DHEW, to attend the April 4, 1975 Council meeting.
- D. Minutes of the April 4, 1975 meeting of the Maryland Council for Higher Education reporting on the visit of the Office for Civil Rights and their presentation to the Council.
- E. "Maryland Community Colleges, Student Follow-up Study: First-Time Students, Fall 1970".\*
- F. Final Report of the Governor's Study Commission on Structure and Governance of Education for Maryland (also known as the "Rosenberg Commission").\*
- G. "Fourth Annual Report of the Center for Urban Affairs, Morgan State College, December 1974".\*\*
- H. "Concepts and Programs, Center for Environmental and Estuarine Studies, December 1974, University of Maryland".\*\*
- I. "Annual Report, Maryland State Scholarship Board, June 1974".\*\*
- J. "Financial Aid, Scholarships, Grants, Loans - Higher Education in Maryland, February 1975".\*\*
- K. Excerpt of the Desegregation Section of the Executive Master Plan for Public Education in Maryland, 1975.

\*Not incorporated into this report; sent as a separate document.

\*\*Available on request; copies are very limited.



# APPENDIX B

TRENDS IN RACIAL COMPOSITION OF FULL-TIME UNDERGRADUATE STUDENTS, 1970-'74 AND 1980 PROJECTED RANGES

MARYLAND PUBLIC HIGHER EDUCATION INSTITUTIONS	1970			1971			1972			1973			1974			1980 PROJECTED RANGES: *		
	FULL-TIME ALL RACES	FULL-TIME BLACK	% BLACK	FULL-TIME ALL RACES	FULL-TIME BLACK	% BLACK	FULL-TIME ALL RACES	FULL-TIME BLACK	% BLACK	FULL-TIME ALL RACES	FULL-TIME BLACK	% BLACK	FULL-TIME ALL RACES	FULL-TIME BLACK	% BLACK	FULL-TIME ALL RACES	FULL-TIME BLACK	RANGE OF % BLACK
<b>COMMUNITY COLLEGES:</b>																		
Allegany Community College	762	11	1.4	880	7	.8	805	12	1.5	794	16	2.0	851	13	1.5	853	17	2
Anne Arundel Comm. College	1,501	65	4.3	1,803	65	3.6	1,620	77	4.8	1,634	106	6.5	1,877	86	4.6	2,218	288	13
Cecil County Comm. College	2,615	25	1.0	2,782	79	2.8	2,651	66	2.5	2,588	91	3.5	2,472	161	6.5	3,071	154	5
Charles County Comm. Coll.	327	22	6.7	389	50	12.9	389	42	10.8	417	41	9.8	447	41	9.2	320	22	7
Chesapeake College	291	31	10.7	338	55	16.3	327	32	9.8	281	35	12.5	282	40	14.2	384	115	34
Comm. Coll. of Baltimore	3,167	1,269	40.1	3,185	1,590	49.9	2,698	1,513	56.1	2,345	1,636	69.8	2,511	1,782	71.0	2,986	2,120	71
Dundalk Comm. College	0	0	0	69	6	8.7	138	13	9.4	247	24	9.7	338	32	9.5	618	31	5
Essex Community College	2,130	55	2.6	2,247	55	2.4	2,612	62	2.4	2,790	61	2.2	2,394	70	2.9	2,986	149	5
Frederick Community Coll.	540	28	5.2	566	22	3.9	462	30	6.5	494	24	4.9	482	21	4.4	682	68	10
Garrett Community College	0	0	0	55	0	0	107	0	0	126	0	0	146	0	-	149	-	-
Hagerstown Junior College	851	9	1.1	803	21	2.6	793	47	5.9	786	43	5.5	780	35	4.5	1,066	53	5
Harford Junior College	948	62	6.5	964	69	7.2	943	87	9.2	998	85	8.5	958	76	7.9	1,280	115	9
Howard Community College	248	9	3.6	310	27	8.7	317	63	19.9	416	41	9.9	416	66	15.9	1,258	151	12
Montgomery Coll. Rockville	4,630	154	3.3	5,004	182	3.6	5,799	202	3.5	6,071	241	4.0	5,120	219	4.3	7,677	537	7
& Takoma Park, combined	3,410	218	6.4	3,612	262	7.3	3,451	400	11.6	3,845	537	14.0	3,687	628	17.0	5,642	1,467	26
Prince George's Comm. Coll.	21,562	1,960	9.1	23,163	2,496	10.8	23,301	2,660	11.4	24,070	2,997	12.5	23,040	3,286	14.3	32,000	5,562	17.4
<b>TOTAL COMMUNITY COLLEGES</b>																		
<b>STATE COLLEGES:</b>																		
Bowie State College	1,274	904	71.0	1,224	798	65.2	1,596	1,078	67.5	1,718	1,218	70.9	1,668	1,240	74.3	4,100	2,091-2132	51-52
Coppin State College	1,111	1,042	93.8	1,578	1,505	95.4	1,667	1,570	94.2	1,629	1,502	92.2	1,647	1,538	93.4	2,300	1,679-1840	73-80
Frostburg State College	2,007	41	2.0	2,314	83	3.6	2,484	114	4.6	2,614	116	4.4	2,756	141	5.1	3,100	186-248	6-8
Morgan State College	3,815	3,668	96.1	3,966	3,788	95.5	4,340	4,156	95.8	3,865	3,717	96.2	3,705	3,461	93.4	4,900	3,572-3768	73-77
Salisbury State College	1,299	15	1.2	1,476	21	1.4	1,655	71	4.3	1,853	130	7.0	2,248	148	6.6	2,500	270-310	11-12
St. Mary's Coll. of Md.	782	**	**	860	**	**	909	**	**	960	**	**	922	31	3.4	1,100	138-150	13-14
Towson State College	5,667	161	2.8	6,180	194	3.1	6,694	392	5.9	7,076	502	7.1	7,688	484	6.3	7,400	1020-1167	14-16
University of Baltimore	***	***	***	***	***	***	***	***	***	***	***	***	***	317	19.3	2,000	315-345	16-17
<b>TOTAL STATE COLLEGES</b>	15,955	5,849	36.7	17,598	6,389	36.3	19,345	7,415	38.3	19,715	7,185	36.4	22,230	7,360	33.0	27,400	9271-9960	33.8-36.4
<b>UNIVERSITY OF MARYLAND:</b>																		
U. of Md.-College Park	25,066	861	3.4	25,667	1,169	4.6	24,859	1,256	5.1	24,281	1,629	6.7	23,977	1,568	6.5	25,000	3250-4000	13-16
U. of Md.-Baltimore City	808	23	2.8	693	33	4.8	870	37	4.3	1,040	56	5.4	1,446	90	6.2	7,700	1386-1540	18-20
U. of Md.-Baltimore Co.	2,954	153	5.2	3,712	285	7.7	4,611	440	9.5	5,063	613	12.1	4,757	729	15.3	1,300	182-234	14-18
U. of Md.-Eastern Shore	***	***	***	***	***	***	***	***	***	890	597	67.1	956	695	72.7	1,500	750-900	50-60
<b>TOTAL UNIV. OF MARYLAND</b>	28,828	1,037	3.6	30,072	1,487	4.9	30,340	1,733	5.7	31,274	2,895	9.3	31,136	3,082	9.9	35,500	5568-6674	15.7-18.8
<b>GRAND TOTALS</b>	66,345	8,828	13.3	70,833	10,372	14.6	72,986	11,744	16.1	75,059	13,077	17.4	76,456	13,728	18.0	94,900	20,401-22,196	21.5-23.4

\* Source: Governor's Desegregation Task Force. These projections are not to be construed as mandatory quotas for 1980 or any other year.

\*\* Student racial composition data not available for all years.

\*\*\* U of Balto. became a public institution January 1975; therefore it is not included in public totals for years 1970-73 but is included in 1974 totals for purposes of this report.

\*\*\*\* Information for 1970, 1971, and 1972 did not break students into full or part-time. Total figures for those years were.

1970: 766 all students, 593 blacks (76.4%); 1971: 776 all students, 574 blacks (74.0%); 1972: 868 all students, 628 blacks (72.4%).

This table was originally reported in the First Annual Desegregation Status Report.



William P. Chaffinch  
Chairman

Harry K. Wells  
Vice-Chairman

Mrs. Gertrude H. Crist  
Secretary

Mrs. Thelma B. Cox  
Dr. R. Lee Hornbake  
Don R. Kendall  
Edmund C. Mester  
Philip Pear  
Austin E. Penn  
Joseph A. Sellinger, S.J.  
Jack F. Tolbert  
Dr. Henry C. Welcome  
Ellery B. Woodworth

APPENDIX C

STATE OF MARYLAND

MARYLAND COUNCIL FOR HIGHER EDUCATION

The State Postsecondary Education Commission  
Under P. L. 92-318

93 MAIN STREET - ANNAPOLIS 21401

301-267-5961

Dr. Wesley N. Dorn  
Executive Director

Dr. Joseph F. Keimig  
Associate Executive Director

Dr. Sheldon H. Knorr  
Assistant Executive Director

Dr. Glenwood C. Brooks, Jr.  
Chief, Equal Postsecondary  
Education

March 7, 1975

Mr. Dewey Dodds, Director  
OCR/HEW  
Gateway Building  
36th & Market Streets  
Post Office Box 13716  
Philadelphia, Pennsylvania 19101

Dear Mr. Dodds:

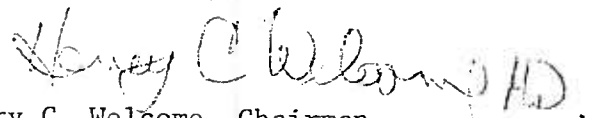
I am confirming your (and staff) visit to speak to the Maryland Council on Higher Education, Friday, April 4th, 1975. Dr. Brooks advises me that you will be down Wednesday, April 2nd and that he will give you the particulars regarding time and place of the meeting.

In your remarks to the Council, you might consider including:

1. The concerns of the Office for Civil Rights (National Office) and the Regional III Office regarding the Maryland Desegregation Plan.
2. Explanation of what you regard as monitoring and compliance review of the State's desegregation plan.
3. Any bases for evaluating progress or lack of progress on the part of the State in carrying out its Desegregation Plan.

We look forward to your visit and appreciate your willingness to speak to the Council.

Very truly yours,



Henry C. Welcome, Chairman  
Committee on Desegregation

cc: Council & Staff



*Maryland Council for Higher Education*

MINUTES OF MEETING

April 4, 1975

PRESENTATION BY PERSONNEL FROM REGION III USOE OFFICE OF CIVIL RIGHTS ON CONCERNS OF USOE REGARDING DESEGREGATION

In Dr. Welcome's absence, Mr. Wells asked Dr. Brooks to introduce the Council's guests from Region III of the Office for Civil Rights. They were: Mr. Robert E. Harvey, Chief, Higher Education of Region III, and Ms. Barbara Ann Rosenberg, a Staff Specialist with Region III whom, he said, had been assigned to coordinate the monitoring of Maryland's Higher Education Desegregation Plan. Dr. Brooks also gave the members brief biographical information about Mr. Harvey and Ms. Rosenberg, and then called on Mr. Harvey for his remarks.

Mr. Harvey said he brought apologies for Mr. Dewey Dodds, Director of Region III of OCR who could not attend the meeting because of other pressing business. He thanked the Council for the opportunity to meet with them and said he looked forward to working successfully with them in the future as they have in the past; and also to bring to the Council an overview of their role in the implementation of Maryland's Desegregation Plan. Mr. Harvey said they were given (in a letter from Dr. Welcome dated March 7, 1975) some broad areas which they could touch upon and offered to answer any questions following their brief presentation. He continued by stating their overall responsibility was dealing with the monitoring to assure Maryland's compliance with the Civil Rights Act of 1967 and Judge Pratt's order. To that end, he said, they had accepted Maryland's plan and received the first annual report and were in the process of analyzing it, and also making site visits to determine the degree to which the Plan is being implemented.

Mr. Harvey pointed out that OCR had other interest groups, as well as the Council, in seeing that the State of Maryland does, in fact, proceed to implement the Plan in the high spirit in which it was presented. To that end, he said, they were in the process of moving around and meeting with other interest groups, to listen to what they have to say, and to consider that input in their overall evaluation of the Plan. He added that they have already been working closely with the Council's representatives--Dr. Dorn, Dr. Brooks and others and they looked forward to a continued amicable and successful relationship throughout the implementation of the Plan. He then said there were some specifics which Ms. Rosenberg wanted to speak to. Ms. Rosenberg said she would speak to the suggested topics in Dr. Welcome's letter to them. Dr. Welcome had asked that they consider including in their presentation the concerns of the Office for Civil Rights and the Region III office regarding the Maryland Desegregation Plan. Continuing, she said it was premature to talk about their concerns since they received about two weeks ago our response to the request for clarification of aspects of the Plan which did not specify dates and times or completion of projects which they asked be spelled out more succinctly. Matching our response with the Plan and the first submission of the status of desegregation, Ms. Rosenberg said, would take some time. Further, she said, in expressing their concerns they would want to consider the inputs from the groups with whom they planned to speak, both faculty and student groups. That, in part, is the monitoring process they plan to follow, Ms. Rosenberg said, as we go through the first crucial year after acceptance of the Plan. Further, she said, OCR visits the various campuses, they will take into consideration the enormous amount of data which was furnished them by the Council in the First Desegregation Status Report, and also apply the information which they get during campus visits to determine the state of desegregation as it was proposed in the State's Plan. In conclusion, she said that in the final analysis the proof of the pudding would be in the eating--that the

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sufficiency of the progress of the Plan will be in the amount of desegregation that they are able to determine, both in terms of faculty and in terms of student body. That, Ms. Rosenberg said, will be the ultimate test of the progress of desegregation.

Mrs. Cox asked if, in the process of the monitoring when they would be visiting campuses and talking with faculty and other groups, whether their determination of the degree of desegregation would be based on what's happening at each individual institution, or would they be looking at the institutions as a total entity for the State. Mr. Harvey responded that they would be looking at the picture institutionally and as a total entity because, from the perspective that the Council is the responsible agency and knowing there are separate entities that make up the whole State system, they will be dealing with specifics probably at the individual level as well as overall. Mrs. Cox then asked if OCR would be talking periodically with the Council members, or would the data they would be collecting, be presented to the Council at the end of the year, adding that she was trying to determine what would be happening in the interim. Mr. Harvey said they would welcome the opportunity to discuss with the Council any areas they might be involved with, out in the field either through Dr. Brooks, Dr. Dorn or with the Council members directly. He added that their time frame, at this juncture, is that they are evaluating the submissions, going out and taking a look at what is actually happening on several campuses, considering the input of interest groups, and checking whatever problems they may have as they relate to implementation of the Plan. And, as a result of this process initially, they hoped to be able to communicate with the Council in May in writing and advise the Council of their findings and the status of things as they perceive them.

Dr. Brooks stated that the Council members already know that there are two yearly reports submitted to OCR: the annual report which is primarily a statistical report which is submitted in February, and the mid-year report which is primarily evaluative in nature, which is submitted in August. Those reports, he said, constitute the Council's reporting frames, adding that his impression is that the Region III office will be making periodic visits which will probably require additional response from the Council but he wasn't sure of that. He said that the Council had already made another response in the form of the questions and our answers referred to earlier requests. Continuing, he said in regards to the campus visits which Ms. Rosenberg mentioned, she would be in the Baltimore area in the next two weeks visiting Morgan, Towson, Coppin, University of Maryland--Baltimore City, and the University of Baltimore.

Mr. Wells noted that what the State had already submitted to OCR, by way of documentation, represented a massive job and that absorbing its interests would take time. He asked if OCR foresaw this kind of massive collection of data and reporting continuing to this degree, observing that this represented an immense amount of staff time going to collecting things rather than implementing things, and the implementing was what we're really after. Mr. Wells asked whether OCR sees any streamlining that would be helpful to them and to us. Ms. Rosenberg said that she would think that perhaps, after they take a look at this year's submission, they could determine if it would be necessary to continue entirely in the same vein or whether it would be possible to streamline any of the areas, or, it may be that some of the areas need to be presented in a different way. She said she had already asked Dr. Brooks for the racial makeup of a particular department's faculty which they're not able to discern from the information they now



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have because it's a multi-discipline department. She said it may be that it will have to be presented in a different way.

Dr. Dorn said that this was what really concerned him. He said he was happy when Ms. Rosenberg stated that the proof of the pudding was in the eating because what the Council wants to do is get to the end product, that is, that there is racial balance in student enrollments and faculty have equal opportunity. He added that we could use such a fine toothcomb in collecting data on everything that we would spend all of our time getting down to each grain of sand on the beach forgetting that there is a beach around. He said his plea is that OCR ask only for the information they need and let us get on with the job. Dr. Dorn said that this effort is a state/federal partnership and asked that the federal government not spend its time dreaming up all the questions it could think of but let the State do what it needs to do.

Mr. Pear said he had two reactions to what had been discussed. He said he thought the letter OCR sent to the Council bordered on what was almost a fishing expedition, and was in some sense ambiguous and difficult to follow through on; but what disturbed him most was that the whole concentration of the letter was on numerics as if what we were engaged in was a brickyard delivering so many loads of bricks. He added that he saw no perception or interest induced in the letter as to the quality aspects of what we are doing. He said it seemed that if OCR could come up with a certain numerical combination, that a situation would be judged a satisfactory or unsatisfactory one based on the numbers alone. But in all the compilation they are going through, he said, there doesn't seem to be any recognition that the institutions have a certain quality aspect that they are supposed to convey and deliver to the students. He also added that he didn't think this could be translated into strictly numerical terms.

Mr. Harvey responded that numbers do have a role to play but they are not the most important role. It may have seemed, because the letter bordered in this area, that other areas may already have been addressed sufficiently, or the institutions historically have the capability of dealing with these areas sufficiently; and that was probably why the request for clarification hit only on the areas they needed additional information about. Mr. Pear responded that he had not seen in any documents presented to the Council any serious posture addressing itself specifically to the quality aspects, adding that he did not think this was primarily a white and black issue, and that it is just as imperative for a black to have the privilege as the white has the privilege who goes to an institution of receiving something in return that's commensurate with the level of intelligence and facilities that he has, and it appeared to him all that he had seen was a numerical interpretation.

Mrs. Crist asked if Dr. Brooks accompanies the OCR representatives when they visit the institutions. Ms. Rosenberg responded that Dr. Brooks will be accompanying her but that it was not necessary that he do so. Dr. Brooks added that he, with segment members and members of his staff would accompany the campus visits, adding that Council members were invited too.

Mrs. Cox observed that numbers didn't spell out the entire picture but in Baltimore they were dealing with percentages; that is, certain percentages of the faculty and students should be black or white. She asked whether there are some percentages or other measuring rods OCR will be using. Mr. Harvey said that

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the Plan had been developed by the State and the Council and the State set forth certain goals or areas which the State would address, including the area of faculty and affirmative action. So, he said, all OCR would do was weigh to what extent the State had applied its efforts to meet the goals or whatever it had established in the end. Also, he said, the first two years of implementation were critical and they were looking for more to happen in the first two years. Then there would be a leveling off process in order to meet whatever goals or projections Maryland has set for itself. Mrs. Cox asked if the Office would be imposing anything in the way of goals or targets other than what's in our Plan. Mr. Harvey answered that they would not. Mr. Pear interjected that was the case, unless someone files a complaint. Mr. Harvey said that if someone files a complaint, OCR has the obligation to look at it a little bit differently; adding that they aren't then monitoring the Plan necessarily but rather investigating a complaint. Mr. Pear asked if there was not a complaint pending now. Mr. Harvey said there was.

Mr. Wells said, in reference to an earlier remark by Ms. Rosenbert, that he thought this was the kind of thing that concerns the Council--to have equal opportunity and racial balance in the faculty is one thing. But when you start breaking it down by departments, and then further by discipline, it seemed to him we're down to the knit-picking business before we have a chance to get our arms around the problem. Ms. Rosenberg said her request was in reference to a particular department that dealt with a particular area of concern that had been expressed during the negotiations prior to the Plan's submission. She added that this request did not refer to every department but, rather, one that had been of particular concern to them. Ms. Rosenberg continued, saying that she had the feeling, directly expressed, that the OCR request for clarification dealt only with numbers. She said it dealt with who, when and how, rather than specifics of numbers and those specifics were lacking in the original Plan. And, in order to monitor progress, OCR felt they needed that information. The questions, she said, asked were who would be responsible for particular actions, when they were projected to be started and completed, and how was funding going to be provided for their actuation. Dr. Brooks said, what he thought Mrs. Rosenberg was referring to was not having more specific information regarding the Urban Studies Program at Morgan. He said we reported faculty by race and rank, etc. for the public affairs services department at Morgan. He added that HEW recommends to the State the HEGIS categories to report which we used. The State is following the suggested reporting format, he added, and therefore was meeting its reporting requirements!

Dr. Dorn asked, since the State Plan was in conformance to compliance, whether OCR would indicate the duration of the monitoring, assuming that the State meets its goals as it goes forward. Mr. Harvey said he would not be able to give a definite time frame because this was a court order decision and the court would have to be satisfied as to the progress that is taking place. Dr. Dorn said that three years had been mentioned as the duration of monitoring the Plan. Mr. Harvey said he did not know. There were no further questions.

Mr. Wells said he appreciated having OCR representatives meet with the Council and that the Council was well aware of the responsibilities given to it by the Governor in carrying out the Plan. He added that the questions the Council members asked were not intended to be critical. However, in trying to deal with the problem, he said, the Council did not want to get bogged down in a mass of data rather than getting things done. He concluded by saying he did not think OCR wanted the Council in that position either, and therefore anything that could be done to simplify the data reporting would be helpful to all concerned.

EXCERPT OF THE DESEGREGATION SECTION

of the

EXECUTIVE MASTER PLAN FOR PUBLIC EDUCATION IN MARYLAND, MAY 1975

1. COUNSELING AND RECRUITMENT PROGRAMS

A. Counseling and Recruitment Segment:

To implement counseling and recruitment programs for high school students to encourage greater numbers of minority and other-race students to pursue higher education. Statewide effort is required. Quoting from "THE MARYLAND PLAN FOR COMPLETING THE DESEGREGATION OF THE POSTSECONDARY EDUCATION INSTITUTIONS IN THE STATE:"

"It is the intent of the State of Maryland to have students choose public institutions of higher education on bases other than race while preserving student freedom in the selection of an institution. The percentage of blacks and other minorities on predominantly white campuses will be steadily increased. As one means of accomplishing this end, the minority recruitment and minority counseling efforts already in effect will be strengthened. This carries with it the obligation concurrently to increase steadily the white presence on predominantly black campuses. The State recognized that students will choose institutions and programs on the basis of those that meet their needs, and on the basis of the quality of those institutions and programs they offer as the students see them." (pg. II-1)

The Inter-Agency Task Force\* report and this budget request address this commitment.

The Counseling and Recruitment program of the Inter-Agency Task Force is the first Statewide, coordinated effort to provide information about postsecondary educational opportunities directly to high school students. The kinds of postsecondary educational opportunity information which will be provided to students will include a listing of academic programs; listings of postsecondary education institutions; listings of financial aids information; and a listing of resource materials on postsecondary educational opportunities. The information will be

written on a student-oriented level reflecting an informal style. The information will be somewhat personalized in that only those listings requested by the students will be forwarded to them. Students will have the opportunity to request information from MCHE.

Included in the information forwarded to each student will be the encouragement that they see their high school counselor and/or to contact postsecondary educational institutions of their choice. The implementation and success of the counseling program will be monitored. The standards used to determine success will be the frequency of contact by the students with high school counselors, contacts with postsecondary institutions of their choice, percent interested in attending postsecondary educational institutions, actual application rates, and actual enrollments over the previous year.

Additionally, the State Board of Education will conduct in-service training workshops on minority and "other-race" counseling to ensure that all postsecondary institutions are equally considered by the students regardless of racial composition.

B. College and University Pre-Admission Visitation Segment:

The Inter-Agency Task Force recommended the following:

"The Inter-Agency Task Force recommends that centralized recruitment efforts at the segmental level be initiated for Maryland's Minority and other-race\* students in furthering their desegregation efforts." (Recommendation II p. V-1)

The following can be said about the recruitment activity of the public colleges and university in this State. No inter-segment recruitment programs exist. Institutions do not as a rule pay students' costs of visiting institutions, and most minority students and a large portion of other students cannot afford to visit institutions. Thus, most students, particularly minority students, do not visit institutions before matriculating! Were a college and university pre-admission visitation program to exist which underwrote expenses of transportation of the visit, more

students, particularly minorities, might attend an institution of their choice. And there is the likelihood that other-race institutions would receive consideration by more students. That is, white students would consider predominantly black institutions and vice-versa.

Criteria for selection of students to participate in the pre-admission visitation program would include willingness to visit the institutions on a schedule prepared jointly by the Segment boards through an assigned coordinator of the pre-admission visitation program. <sup>The</sup> A common strategy would be for students to visit a community college, two state colleges and a university campus. Two state colleges would be included to ensure that one is predominantly black. A pre-arranged schedule would be advertised and the entire pre-admission visitation program would be conducted during the fall semester of each year. (The funds would probably limit the pre-admission visitation to one scheduling, i.e. the 30 postsecondary institutions would be rotated and in all likelihood have one schedule. The selection of the three different kinds of institutions by race permits an inter-segmental effort and, at the same time, exposes students to other-race institutions. The pre-admission visitation program is to be held in one day, with a brief stop at each institution to allow students to gather comparative information on the institutions.

✓ The impact of the College and University pre-admission visitation program will be assessed by comparing percent of students who visit institutions and percent of applicants at each institution over the previous year. It is expected that the College and University pre-admission visitation program would increase the overall number of matriculants, the number of minorities and the overall number of students attending other-race institutions. /

## 2. MINORITY ADMINISTRATIVE INTERNSHIP PROGRAM

To provide internships for minority students to qualify more minorities for administrative positions in Maryland's public higher education. Statewide effort is required.

The State's Desegregation Plan calls for an increased commitment to hire qualified minority personnel and also to increase the percentage of other-race personnel in the Maryland education institutions.

This program is designed to increase the State pool of qualified minority applicants for employment as administrators. Candidates who hold credentials, expertise, etc., acceptable to host institutions would be eligible for a one year \$10,000 internship. The internship provides a supervised employment experience for recipients. At the same time, the internship provides the State with qualified but relatively inexpensive minority employment, and permits development of a minority candidate pool from which to recruit for permanent positions.

Criteria for administrator selection is based on projected employment shortages of minorities in public postsecondary education institutions determined from survey data of the institutions by the Chief of Equal Postsecondary Education at the Maryland Council for Higher Education.

The impact of the Internship Program will be assessed annually from interviews and success of attracting the minority candidates to seek employment in the State.

### 3. MINORITY FACULTY INTERNSHIP PROGRAM

To provide internships for minority students to qualify more minorities for faculty positions in Maryland's public higher education. Statewide effort is required.

The State's Desegregation Plan calls for an increased commitment to hire qualified minority personnel and also to increase the percentage of other-race personnel in the Maryland education institutions.

This program is designed to increase the State pool of qualified minority applicants for employment as faculty. Candidates who hold credentials, expertise, etc., acceptable to host institutions would be eligible for a one year \$10,000 internship. The internship provides a supervised employment experience for the recipients. At the same time the internship provides the State with qualified but relatively in-

expensive minority employment, and permits development of a minority candidate pool from which to recruit for permanent positions.

Criteria for faculty selection is based on projected employment shortages of minorities in public postsecondary education institutions determined from survey data of the institutions by the Chief of Equal Postsecondary Education at the Maryland Council for Higher Education. The current shortages lie in the natural and physical sciences, also the technologies. The shortage would be expected to change yearly depending on supply and demand conditions of the State.

The impact of the Internship Program will be assessed annually from interviews and success of attracting the minority candidates to seek employment in the State.

#### 4. COORDINATED WORK COOPERATIVE PROGRAM

To develop a coordinated work-cooperative program; that is, employment experience as part of a student's academic program. Statewide effort is required.

The State's Desegregation Plan requires that the quality of life of minority students, and of students attending other-race institutions, be improved. The charge is broad but one aspect of the charge has to do with minority student preparation for the world of work. With minor exceptions, national and state statistics indicate that minority students (i.e., blacks, American Indians, and Spanish surname) select occupations of teachers, government workers, social workers and other social science positions. These occupations represent job markets of leveling off employment opportunities.

Funds are requested in order to direct a monetary grant (average grant, \$600) to each of the State institutions to develop work-cooperative programs which contravene the historic pattern of minority student occupation selection. The institutions would be required to develop an approach of broadening the choices of occupations of minority students and to report back, at the end of the year, to the Chief, Equal Postsecondary Education at the Maryland Council for Higher Education.

The Chief, Equal Postsecondary Education would prepare a Statewide report and take appropriate steps.

The impact of the coordinate work-cooperative program would be that the State would direct college-level minority students towards employment areas where opportunity is greatest and beneficial to the State's economy.

#### 5. CENTRAL PLACEMENT BUREAU FOR FACULTY

This program is intended to implement a commitment in the State's Desegregation Plan (pgs. II 51-53) regarding the desegregation of faculty. The Plan states as follows: "The goal is to have a representative number of 'other-race' faculty at each institution based on instructional needs and availability of suitable candidates. To that end the State will centrally assemble and distribute information to all segments on potential faculty. A Central Placement and Review Bureau for faculty will be maintained by the Maryland Council for Higher Education. The Central Bureau will organize curriculum vitae forwarded to it, and circulate them to campuses for appropriate vacancies, and compile reports of the results.

Participation in the Placement Bureau will be voluntary on the part of all institutions and parties and is not intended to replace existing personnel procedures and policies of the institutions or the Department of Personnel of the State. The Central Placement Bureau permits institutions to share the benefits of statewide faculty recruiting efforts via distribution by MCHE of candidate lists. This is a critical objective of the Desegregation Plan because of its wide implications, impact on students, and image of the institutions. The Central Placement Bureau for faculty would be difficult to establish except at the State level.

#### 6. FACULTY CHAIRS

Faculty Chairs are normally considered as appointments that have been established on the basis of some criteria, e.g., outstanding contribution in some field, recognition of scholarly work, etc. For example, a Martin Luther King Chair might be established at some institution on a limit contract basis to lecture, teach and conduct research.



This Martin Luther King Chair would theoretically be filled by an academician of national reputation. In this instance, appointments of "superlative quality" of other-race persons to meet a commitment of the State's Desegregation Plan (pg. II-3) as follows:

"The State will support a number of 'other-race' faculty chairs of superlative quality. The institutions for placement of these chairs, the salary level and other prerequisites of the positions, and their number, will be recommended by the Maryland Council for Higher Education, after consultation with the segment boards."

The purposes of the faculty chairs are to attract other-race students to the institutions where the chairs are established, and to make the public aware of the academic achievements of the chair holders. Other States, Florida and North Carolina, have included the Faculty Chairs concept in their desegregation plans. The establishment of faculty chairs would be difficult to establish except at the State level.

#### 7A. DESEGREGATION MONITORING AND EVALUATION

The increasing workload of developing questionnaires and reporting modes, collecting data, processing, tabulating and preparing reports for large-scale distribution requires full-time attention. The First Annual Desegregation Status Report contains 99 data tables and over 500 pages of data. Currently, the Specialist II assigned to conduct research studies is performing the above tasks. As a result, no desegregation research studies have been done as yet because of the burdensome workload. The Desegregation Plan calls for impact studies, studies of public agencies associated with higher education and topics of interest to MCHE, segment boards, institutions and State officials.

#### 7B. PUBLISH ANNUAL, MID-YEAR AND SPECIAL STUDIES REPORTS

Of all the objectives contained in the State's Desegregation Plan, this is, perhaps, the most critical administrative function. And currently this is the least funded function in terms of the desired impact. More timely special studies are necessary and wider distribution of annual and mid-year reports are critical

to the understanding and awareness of the State's Desegregation efforts. Additional funds are required for the printing and distribution of reports as required by law. The Council has had many more requests for copies of reports than were available because of the shortage of funds.

8. PROVIDE LIAISON AMONG STATE, FEDERAL AND INSTITUTIONAL GROUPS ASSOCIATED WITH DESEGREGATION

Conflicts which are associated with desegregation efforts do and will continue to exist. Some conflict, at some level, appears inevitable. It is the immediacy of handling the conflict which usually determines if such conflict is to be managed and controlled. More often than not, crises are a result of long-standing conflicts not attended to. A Staff Specialist II is required for full-time attention to resolve conflicts associated with segment level and institutional desegregation efforts. For example, this staff person would spend most of his/her time visiting the public institutions and segment boards and serving in a liaison capacity with the Office for Civil Rights.

SUMMARY OF PROGRAM & STAFFING NEEDS			CHECKPOINTS MONITORING & EVALUATION
PROGRAM OBJECTIVE	PRIMARY RESPONSIBILITY	TIMEFRAME	
1) Implement Counseling & Recruitment Programs	Desegregation Program	1977-1981	Annual and Mid-Year MCHC Desegregation Status Reports
2) Implement Minority Administrative Internship Program	Development Staff Specialist II will	1977-1981	"
3) Implement Minority Faculty Internship Program	administer program objectives 1 - 6	1977-1981	"
4) Implement Work-Cooperative Program		1977-1981	"
5) Establish and maintain Central Placement Bureau for Faculty		1977-1981	"
6) Establish Faculty Chairs		1977-1981	"
7) Implement Desegregation Monitoring & Evaluation & Research	Desegregation Research Staff Specialist II	1977-1981	"
8) Provide Liaison among State, Federal, and Institutional groups Associated with Desegregation	Institutional Liaison Staff Specialist II	1977-1981	"

Note (1): The Council delegates primary responsibility in carrying out its desegregation responsibilities to the Executive Director of the Council staff who, in turn, has designated the Chief, Equal Postsecondary Education and his staff, to carry out day-to-day activities, prepare reports, maintain liaison with the Office for Civil Rights, segment and institutional representatives.

Note (2): The above three staff specialist positions are requested as permanent positions.

